

BULLETIN OF

Hampden-Sydney College
in Virginia

Founded In 1776

1973-74 CATALOG

No single volume can provide all of the information necessary for a total understanding of an educational institution's programs, policies, regulations, and other areas of college life. This catalog has been designed to provide as much information as possible about Hampden-Sydney College. More specific information is available in other College publications such as the student handbook. Further information may also be obtained by contacting the appropriate office(s) listed below.

GENERAL AFFAIRS

Office of the President

ACADEMIC AFFAIRS

Office of the Academic Dean

ADMISSIONS,

FINANCIAL AID

*Office of Admissions and
Financial Aid*

BUSINESS AFFAIRS

Office of the Business Manager

STUDENT AFFAIRS

*Office of the Dean of
Students*

STUDENT RECORDS,

TRANSCRIPTS

Office of the Recorder

Correspondence should be addressed to Hampden-Sydney, Virginia 23943. All College offices may be reached by dialing (804) 223-4381.

Visitors are welcome at Hampden-Sydney at any time. Classes are in session during the regular academic year Monday through Friday, with the exception of traditional vacations and holidays.

BULLETIN of HAMPDEN-SYDNEY COLLEGE

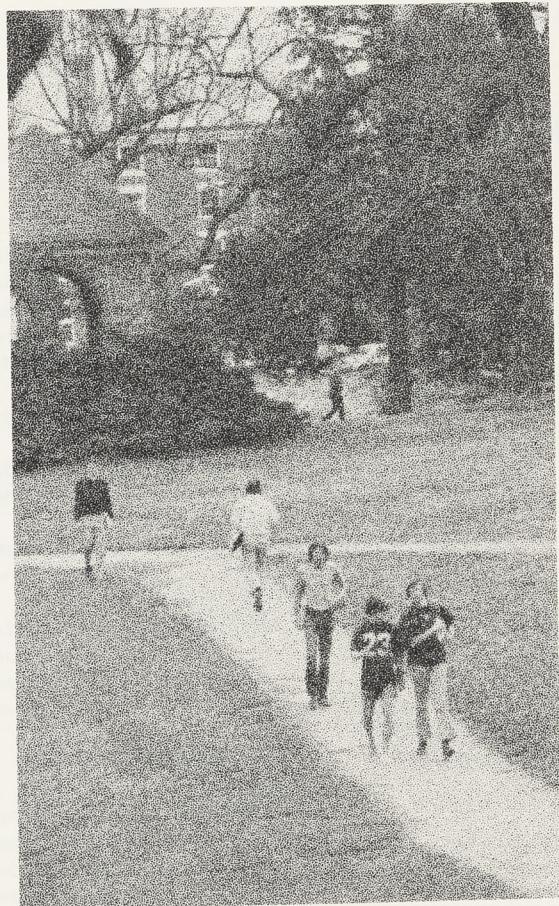
Second-class postage paid at Hampden-Sydney, Virginia 23943

Published at Hampden-Sydney four times a year: Spring, Summer, Fall, and Winter

VOL. LXVII

Winter, 1973

NO. 1



*Hampden-Sydney College
in Virginia*

ACADEMIC CALENDAR

1973 - 1974

1ST SEMESTER, 1973

AUGUST	25	Saturday	Freshmen and transfer students report
	26	Sunday	Orientation
	27	Monday	Registration, Orientation
	28	Tuesday	Registration, Orientation
	29	Wednesday	Classes begin
SEPTEMBER	5	Wednesday	End of add period
OCTOBER	19	Friday	Deficiency reports due
	31	Wednesday	End of drop period
NOVEMBER	21	Wednesday	Thanksgiving vacation begins after classes
	26	Monday	Classes begin
DECEMBER	14	Friday	Early exams
	15	Saturday	Exams begin in afternoon
	21	Friday	Last day of exams
	22	Saturday	End of first semester

2ND SEMESTER, 1974

JANUARY	7	Monday	Second semester begins, Registration
	8	Tuesday	Registration
	9	Wednesday	Classes begin
	16	Wednesday	End of add period
FEBRUARY	27	Wednesday	Deficiency reports due
MARCH	6	Wednesday	End of drop period
	15	Friday	Spring vacation begins after classes
	25	Monday	Classes begin
MAY	1	Wednesday	Early exams
	2	Thursday	Exams begin in afternoon
	8	Wednesday	Last day of exams
	12	Sunday	Graduation

Contents

Purpose	6
Historical Sketch	8
General Information	12
Academic Program	18
Student Life	34
Admissions	42
Expenses and Financial Aid	50
Academic Regulations and Practices	62
Course Offerings	71
Matters of Record	116
Calendar (1973-74)	2
Calendar (1974-75)	134
Index	135

To Farmville, Virginia
Via Va. Route 692
U. S. Route 15



1 ATKINSON HALL
Administration

4 MIDDLECOURT
President's Home

7 EGGLESTON LIBRARY

11 MORTON HALL
Academic

2 VENABLE HALL
Freshman Dormitory

5 JOHNS AUDITORIUM
and RECREATION LOUNGE

8 BLAKE INFIRMARY

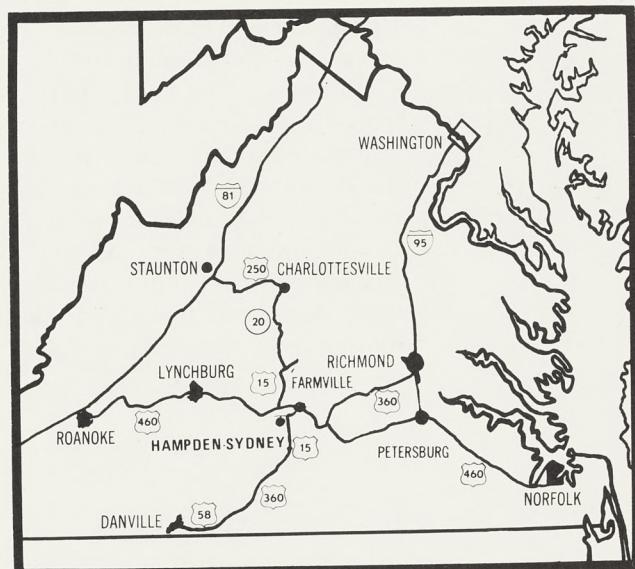
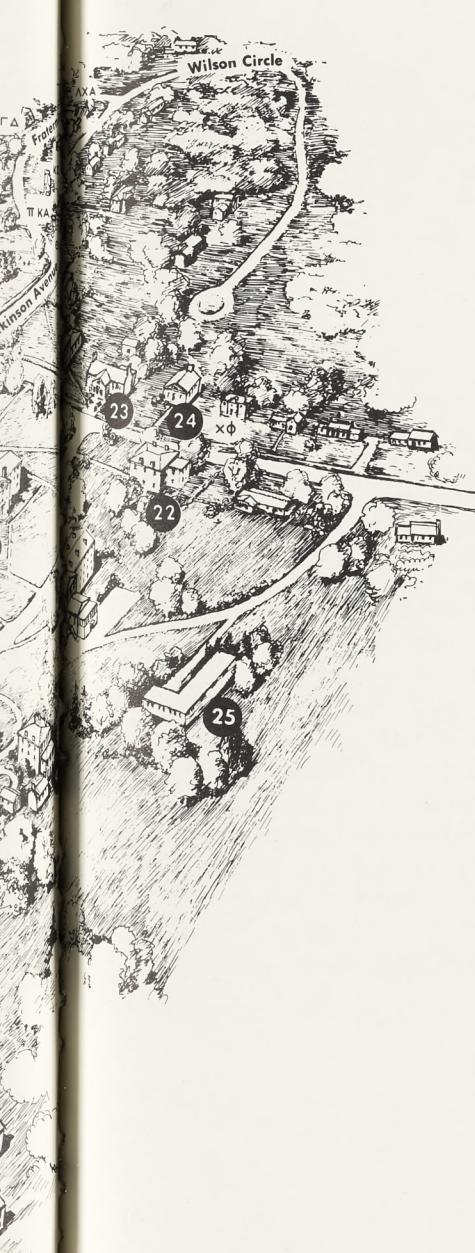
12 GRAHAM HALL
Freshman Dorm

3 BAGBY HALL
Academic

6 WINSTON DINING HALL
and STUDENT ACTIVITIES OFFICES

9 SCIENCE CENTER

13 COLLEGE CHURCH
17 DEAN



Washington	182 miles	Lynchburg	55 miles
Norfolk	150 miles	Charlottesville ..	69 miles
Roanoke	108 miles	Staunton	101 miles
Danville	90 miles	Richmond	70 miles

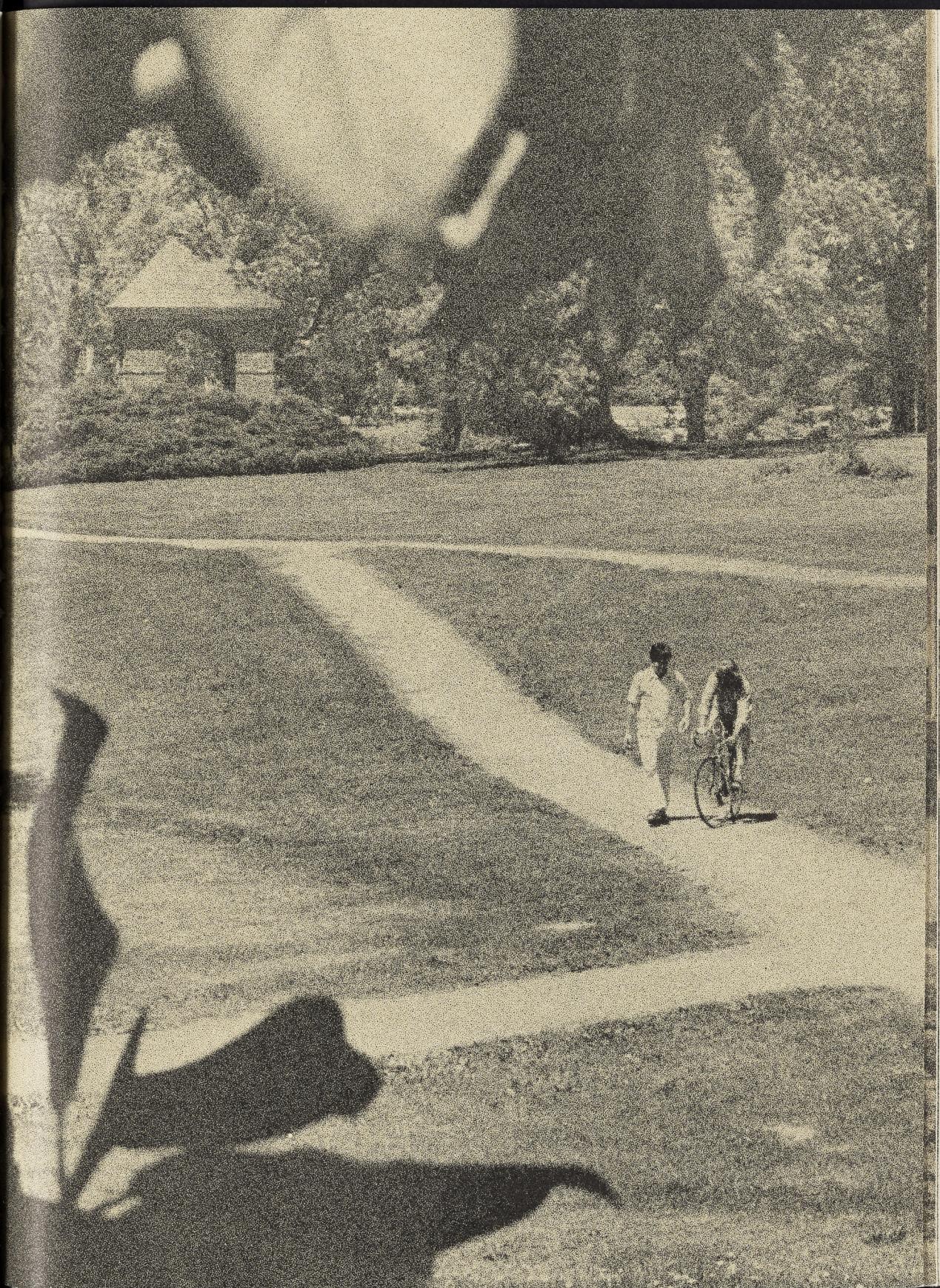
IS GAMMON GYMNASIUM	19 CUSHING HALL <i>Upperclass Dormitory</i>	23 INFORMATION CENTER and DEVELOPMENT DIVISION
16 HUNDLEY STADIUM	20 ALAMO	24 POST OFFICE
17 DEATH VALLEY	21 WHITEHOUSE HALL <i>Upperclass Dormitory</i>	25 MAINTENANCE SHOP
18 HAMPDEN HOUSE	22 PENSHURST	

Hampden-Sydney College

PURPOSE

Founded in 1776, some six months before the signing of the Declaration of Independence, Hampden-Sydney is one of the oldest liberal arts colleges for men still in operation in America.

The aims of the College today, similar to those established as the founding ideals nearly 200 years ago, are to give selected young men of ability a broad understanding of the world and man's place in it from the standpoint of the sciences and the humanities; to develop clear thinking through linguistic, scientific, and historical studies; to impart a comprehension of man's social institutions as a basis for the exercise of intelligent citizenship in a democracy; to unite sound scholarship with the principles and practice of the Christian religion; and to equip its students with special interests and capacities for graduate study and research.



A Historical Sketch

The early American college, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception, and its heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The name Hampden-Sydney symbolized the union of civil and religious liberty which had been fought for in England. Perhaps no more appropriate name could have been given to the infant institution founded in a period of revolution and impending freedom for a new nation. John Hampden and Algernon Sydney, both English patriots and supporters of religious and constitutional liberties, sacrificed their efforts, their fortunes, and finally their lives in support of these causes for the common people of England.

These ideals of freedom were perhaps foremost in the thoughts of members of the first Board of Trustees, which included Patrick Henry, James Madison, and other notable Virginians. Too, a guiding principle was established as a purpose in the College's founding — "To form good men and good citizens in an atmosphere of sound learning." The College was the last in Colonial America to be founded under British Crown control.



Hanover Presbytery, which by 1775 extended over Virginia, the Carolinas, and part of Ohio, was organized and developed by two notable young men, Samuel Davies, a clergyman from Delaware, and John Todd, great-uncle of Mary Todd, the wife of Abraham Lincoln. The work of these and other leaders and fellow workers brought about strong influences of active Presbyterianism throughout the region.

In 1772, the Presbyterian clergy of central Virginia and the families of their congregations had made some unsuccessful efforts toward establishing an educational institution for the youth of the region. The College of William and Mary was the only institution of higher education in the colony, and its location was somewhat remote from central and southern Virginia.

Efforts toward establishing a college were renewed in October of 1774 by the Hanover Presbytery and construction of an academy building was authorized in 1775 on a tract of land donated by Peter Johnston, a native of Edinburgh and an early Prince Edward County settler.

The infant college was to be opened in November of 1775, but completion of the building was somewhat delayed. The formal opening was held January 1, 1776, and some 110 young men entered Hampden-Sydney in both preparatory and college work. The first principal, or rector, The Reverend Samuel Stanhope Smith, announced in his opening prospectus that "The system of education will resemble that which is adopted in the College of New Jersey, save that a more particular attention will be paid to the English language than is usually done in places of public education." A graduate of the College of New Jersey, now Princeton, the Reverend Mr. Smith further stated that strong emphasis would be placed on scientific studies.

Among early alumni were William Henry Harrison, ninth U. S. President, Joseph Cabell, who was Thomas Jefferson's close associate in his educational work for Virginia, and George Cabell, noted physician who attended Patrick Henry in his last illness.

In 1779, Samuel Stanhope Smith joined the faculty of the College of New Jersey, and his brother, John Blair Smith, succeeded him as president of Hampden-Sydney College. Some years later, in 1821, Jonathan P. Cushing was appointed president and his administration



John Hampden Algernon Sidney

became the most significant during the first half of the nineteenth century. During this period Union Seminary, an outgrowth of the Department of Divinity, was founded on land adjoining the main College. The Seminary became a separate institution in 1823 and continued to operate on the same site until its removal in 1898 to Richmond, where it is still located. Major Richard M. Venable, a Baltimore attorney, purchased and donated to the College the academic buildings of the Seminary and three residences.

In 1919, an amendment to the original charter established an official affiliation between the College and the Synod of Virginia. This relationship between the Presbyterian Church, U. S., and the College continues to exist.

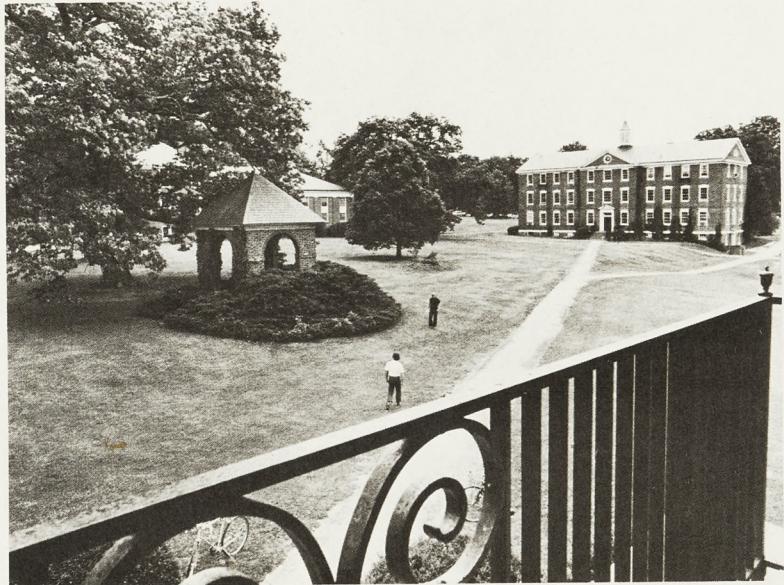
The physical plant and academic program of the College continued to increase and expand during the nineteenth and twentieth centuries. Today, the 540-acre campus consists of nineteen major buildings valued at \$6,750,000, two of which have been completed in the last five years.

Hampden-Sydney is recognized today as the nation's tenth oldest institution of higher learning and has been in continuous operation since its founding date. The College will officially observe the 200th anniversary of its founding on January 1, 1976.

General Information

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools, and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service. The College is also a charter member of the University Center in Virginia, a cooperative unit of twenty-five of the strongest institutions in the Commonwealth.





LOCATION

The 540-acre campus is located in a rustic and picturesque setting in Virginia's historic Southside, 70 miles southwest of Richmond. The spacious campus, six miles from Farmville, a town of 4300, reflects an atmosphere of spaciousness and open countryside. Nearby women's colleges include Longwood College in Farmville, Mary Baldwin in Staunton, Randolph-Macon Woman's College and Sweet Briar College in Lynchburg, and Hollins College in Roanoke.

The location of the campus is convenient for travel service by air to airports in Lynchburg and Richmond, and by bus to Farmville.

PHYSICAL FACILITIES

Hampden-Sydney's campus consists mainly of 19 brick buildings, most of which have been built in the Georgian architectural style. The oldest of these is Cushing Hall dormitory, built in 1821, and among the newest is the Science Center, completed in 1968. Recently completed is a modern infirmary-apartment complex, with twelve apartments for married students, faculty, and others.

Future expansion plans call for an addition to Eggleston Library, a modern and spacious structure which was completed in 1961.



HEALTH SERVICE

The objectives of the College health service are in accord with those of the American College Health Association. An applicant for admission must submit a medical certificate from his personal physician, and this certificate is reviewed by the College physician upon matriculation of a new student.

The College operates a new and modern 12-bed infirmary. Nurses are on duty daily and the College physician is available each day, Monday through Friday, for specific case diagnosis and treatment.

Group accident and illness insurance is provided for each student, and specific information on coverage is sent to all prospective students.

COUNSELING AND CAREER PLANNING SERVICES

The student counseling service focuses upon the total individual—his natural abilities, aptitudes, interests, and talents. All students who enter Hampden-Sydney are given a series of tests which aid in counseling and research throughout their career at the College.

The following services are provided by the Office of Counseling and Career Planning: personal, educational, and vocational counseling; individual and group testing and test interpretation; information about occupations, professions, and the job market; and a comprehensive career planning service which students are encouraged to use as freshmen, sophomores, and juniors in preparation for their senior year which is more directly involved with job and educational placement.

Counseling services are coordinated by the Dean of Students. In addition to the Dean of Students and the Director of Counseling and Career Planning, who has responsibility for the Office of Counseling and Career Planning, the College Psychologist and the Chaplain provide counseling services.

ROOM AND BOARD

Students are required to live in College housing or in other facilities approved by the College, under the direction of the Dean of Students.

Residence hall rooms are furnished with dressers, single beds, mattresses, desks and chairs. Bed linens, pillows, towels, and other articles are furnished by the student.

The College maintains a dining hall, the Commons, in which a balanced diet and excellent service are maintained under the direction and management of a dietitian of the Slater Food Service, a national food service company. All resident students must board at the dining hall. College dormitories, fraternity houses, and the dining hall are closed during holidays, between semesters, and immediately after examinations at the end of the spring semester.





GENERAL REGULATIONS VEHICLES

All students are eligible to bring a car or motorcycle to campus, provided certain rules and regulations governing the use of vehicles are met, which include registration and other matters.

FIREARMS, ALCOHOL, DRUGS

Rules governing possession of firearms are published in the student handbook, "The Key", as are rules pertaining to alcoholic beverages and illegal drugs. Details of these and other rules and regulations are found in the handbook, which is issued to each student when he enrolls at the College.

Hampden-Sydney does not have an ROTC program. However, several commissioning programs are available. The U. S. Marine Corps Platoon Leaders Class (Aviation) offers the qualified student an opportunity to become a Marine officer after graduation. Participants attend two six-week summer training sessions and must maintain a "C" average while in College.

MILITARY PROGRAMS

Marine Corps Officer representatives visit the College during the academic year to provide additional information.

Students who anticipate graduate or professional work, and who wish to obtain a military commission, may do so by entering and successfully completing a two-year ROTC program at the graduate or professional school of their choice following graduation from Hampden-Sydney.

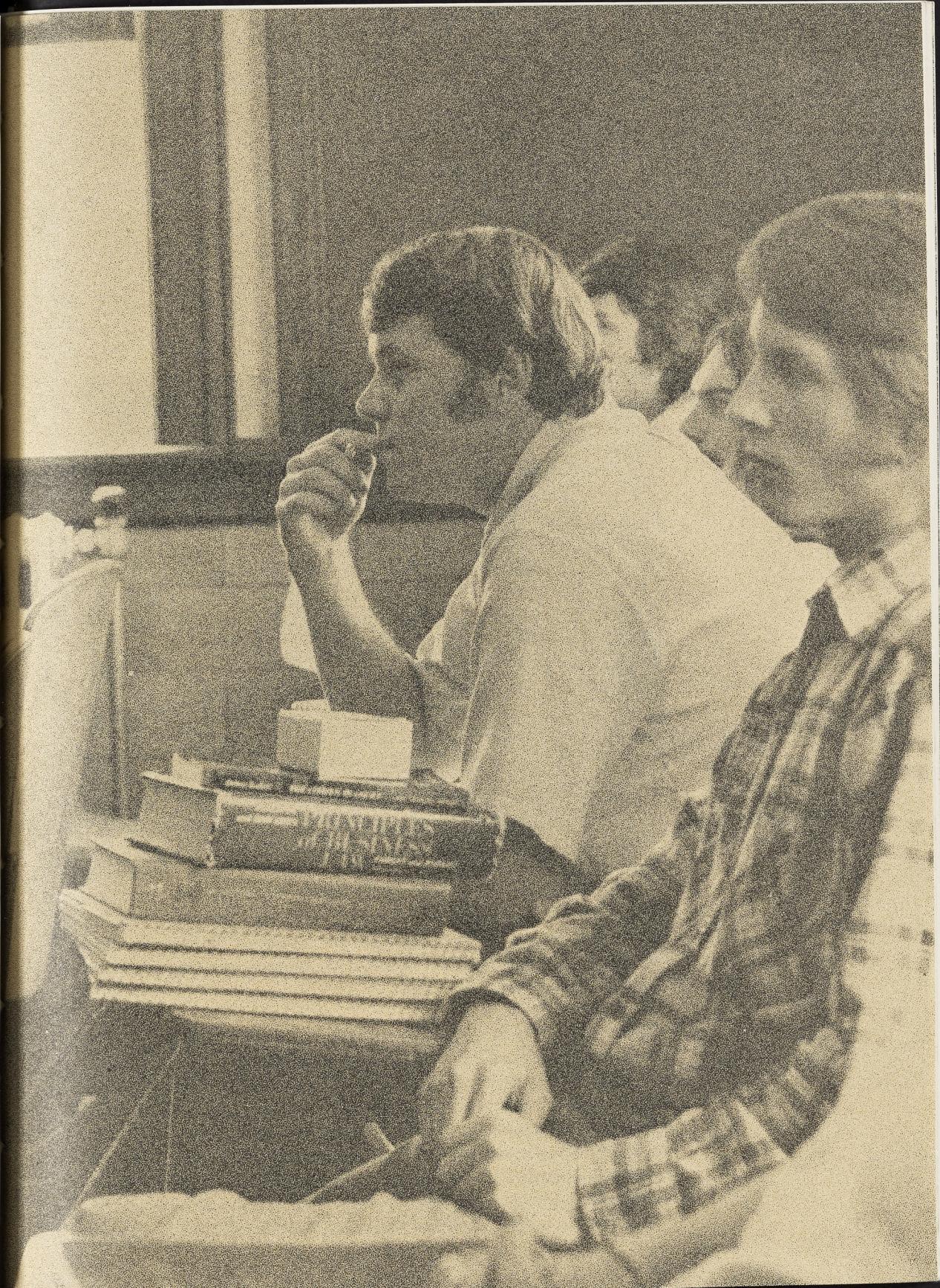
Academic Program

Among the liberal arts let us begin with that which makes us free.

Montaigne

THE COLLEGE AND A LIBERAL EDUCATION

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men, and to the belief that a liberal arts education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded "whole men" who are educated in western culture and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the student's undergraduate experience while encouraging him to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.



The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any fact with true freedom to choose, unencumbered by prejudice and impulse. With this object in view, Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning while being flexible enough to encourage independent programs of study. Believing that education should be a liberating experience emancipating men from the chains of ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Students who are uncertain of their prospective career should take a wide variety of courses in the first two years of their college work in order to gain an introduction into the various fields of knowledge. Specialization in a particular field of their choice can then be accomplished in the last two years.

Special programs are suggested for students who may wish ultimately to seek admission to one of the professions or to a graduate school.

GRADUATE STUDY

Students who plan to enroll in graduate school should maintain close liaison with faculty in the area in which they plan to continue their education. In order to gain admittance to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. Students should consult the catalogues



of graduate schools to which they are interested in applying for more specific requirements.

BUSINESS AND GOVERNMENT

One of the purposes of the economics major is to furnish a suitable background for students planning to enter business, government administration, or accounting. Courses in political science, statistics, and mathematics for business management are recommended.

A student may enter private business or government immediately after graduation from college or after specialized study at the graduate level. Public accounting calls for the baccalaureate degree and further training leading to a professional certificate. Evening classes, taken while holding a business position, facilitate this.

LAW

The Association of American Law Schools recommends a general liberal arts education for pre-law students, because "many of the goals of legal education are also goals of liberal education."

The Association recommends a pre-law curriculum which aims toward these objectives:

1. Comprehension and expression in words.
2. Education for Critical Understanding of Human Institutions and Values.
3. Education for Creative Power in Thinking.

With the foregoing objectives in mind, Hampden-Sydney College is prepared to assist the pre-law student in planning his program of study. Information concerning pre-law study may be obtained in the Department of Government and Foreign Affairs.

MEDICINE AND DENTISTRY

According to the publication *Medical School Admission Requirements* (18th edition), published by the Association of American Medical Colleges, "Medicine needs individuals with a diversity of educational background and a wide variety of talents and interests....Specific premedical course requirements....vary among the medical schools, but all recognize the desirability of a broad education—a good foundation in the natural sciences (mathematics, chemistry, biology, and physics), highly developed communication skills, and a rich background in the social sciences and humanities."

Eight semester hours of each of the following basic science courses are required for admission to virtually every medical school: general chemistry, organic chemistry, general biology, and general physics. Additional requirements are specified for some schools. Dental school requirements are similar.

Choice of a college major is a critical matter for premedical students. The majority, quite naturally, are interested primarily in science and

should elect a full major in one of the sciences, such as biology or chemistry. The interscience major is generally not recommended because it provides a program more diffuse than that taken by other medical applicants with whom the student competes, and provides fewer alternatives for the student who may fail to attain admission to professional school.

Occasionally a premedical student who has great interest in a non-science field may elect to major in that field. This is permissible, but he should understand that the *quality* of his science work must be unusually good to compensate for greater quantity of science courses taken by others. In the words of *Medical School Admission Requirements* (18th edition), "the student who majors in a non-scientific field and elects the minimum number of required science courses must excel in them to insure the adequacy of his preparation and a favorable consideration of his application."

In order to prepare himself for the Medical College Admissions Test (MCAT) or the Dental Aptitude Test (DAT), generally taken at the end of the junior year, the student *must* complete the required basic science courses in his first three years. In order to develop the intellectual skills needed for good performance on the MCAT or DAT and to prove his motivation and ability for advanced study in medical/dental science, the student should elect a demanding curriculum in every semester. This should typically include at least two courses per semester in science and/or mathematics, and more for the well qualified, science-oriented student.

A faculty committee advises students concerning programs and applications, and prepares evaluations and recommendations.

SECONDARY SCHOOL TEACHING

The liberal arts education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

The interscience major provides a broad science background, including about six semesters' concentration in one field, and constitutes a satisfactory preparation for teaching in the field of

concentration. However, the student who aspires to be a master teacher of science should elect a full major in one of the sciences in preparation for graduate study, as recommended by the National Science Teachers' Association and other professional groups.

While Hampden-Sydney College does not offer any professional education courses, several courses taught by the various departments meet the professional education requirements of the State. Other courses needed to complete the requirements may be taken at Longwood College through a cooperative arrangement.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The Hampden-Sydney Computing Facility is located on the first floor of Bagby Hall. The present system consists of the IBM 1130 Computer with 8196 words of core memory, 500,000 word magnetic disk auxiliary memory, 1132 printer and 1442 card read punch. Five IBM 029 card punch machines and four Wang Laboratory Desk Calculators are available for student use.

LANGUAGE LABORATORY

A foreign language laboratory equipped with thirty individual booths is located in Bagby Hall for the instruction of students in audio-lingual skills. Regular work in the development of these skills is required of all first and second-year students in modern languages.

EGGLESTON LIBRARY

The College Library, named for former President Joseph DuPuy Eggleston, is housed in an efficient, modern air-conditioned building carefully designed to meet the needs of undergraduates. The building, constructed in 1961, provides seating space for more than 200 readers, including individual study tables, typing cubicles, a listening room, seminar room, microfilm room, and an outdoor reading terrace. Coin operated Xerox facilities are available

The book collection numbers approximately 93,000 volumes and is growing at the rate of some 5,000 volumes a year. More than 500 periodicals and scholarly journals are received regularly. In addition, the library is a depository for selected government publications. With the exception of the special collections described below, the books and periodicals are all on open shelves and readily accessible for nearly one hundred hours a week during the college year.

The attractively and comfortably furnished rare book room, a memorial to Alfred Alexander Jones, '42, contains the more valuable holdings of the library, along with books written by and about the alumni.

SCIENCE CENTER

The Science Center is a 62,500 square foot facility which includes a detached greenhouse. The facility was completed in 1968 and is unusually well equipped for undergraduates training in biology, chemistry and physics. Each of the three floors has been planned to meet the special requirements of one of these three scientific disciplines. All three departments are research-oriented, and special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.



SPECIAL PROGRAMS WASHINGTON SEMESTER PROGRAM

Hampden-Sydney College is one of approximately 100 accredited colleges and universities in the United States participating in the Washington Semester Program of The American University in Washington, D. C. The Program is designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in American National Government. In addition to the regular Washington Semester, the arrangement with The American University includes the Washington International Semester and the Washington Urban Semester. The Seminar of the International Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities.

Hampden-Sydney has a quota of one student each semester, although over-quota nominees are sometimes accepted. Successful nominees pay the tuition rates of American University at Hampden-Sydney. They are considered by both institutions to be constructively registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit. Nominations are made in early October and April for succeeding semesters. Applicants need not be political science majors, but must be juniors or seniors in the semester of attendance and must have had the equivalent of American Government or a beginning course in political science. Applications should be made to the Department of Government and Foreign Affairs.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend

Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director for information as to specific course requirements.

EIGHT COLLEGE EXCHANGE PROGRAM

Hampden-Sydney College participates with Davidson College, Hollins College, Randolph-Macon Woman's College, Sweet Briar College, Randolph-Macon College, Mary Baldwin College, and Washington and Lee University in a program known as Exchange, A College Consortium. This program is designed primarily for juniors to study for one academic year at one of the seven other schools, although shorter periods will be considered.



Purposes of the program are to broaden the educational opportunities of the students in these eight colleges and to provide a diverse campus environment.

Eligibility of the student to participate is determined by the home institution.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College. Under the terms of the arrangement, full-time students at either institution may enroll for courses at the other institution without added expense.

Students desiring to take advantage of this program must secure approval from the academic dean. Approval will be granted only if an equivalent course is not offered.

“STUDY-ABROAD” PROGRAMS

Qualified students are able to participate in many “Study-Abroad” programs conducted by other colleges such as Mary Baldwin College and Davidson College. Upon the recommendation of the department chairman, junior and senior students desiring to plan a program of independent study abroad may do so with the approval of the academic dean.

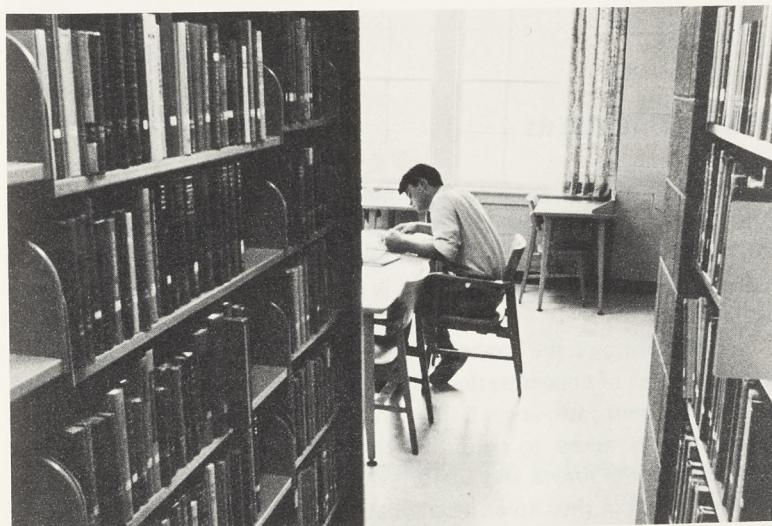
SENIOR FELLOWSHIPS

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men have demonstrated the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to the enrichment of themselves and the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. This normally includes the waiving of conventional curriculum requirements. Each Senior Fellow shall work closely with an adviser in executing his

program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered the unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Faculty Committee on Senior Fellowships, consisting of the Academic Dean, a Director of Senior Fellowships, and one member from each of the Divisions of the Faculty. The Committee shall provide general supervision of all programs and may prescribe certain requirements for the Fellows.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Chairman of the Committee on Senior Fellowships during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal adviser and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes.



SENIOR MAJOR FELLOWSHIPS

Each department selects in the spring of each year a group of juniors to be Senior Major Fellows the following year. These men have demonstrated interest and competence of a superior quality in their major subject and possess an overall academic record of 3.0 or better. Working with a member of the department, each Fellow devises and executes a program of independent study within the major field. Normally, all further requirements for the major are waived, although each department may establish certain requirements for the Fellows. The department must certify at year's end that the project has been satisfactorily completed.

Selection is made by a committee composed of all members of the appropriate department and is subject to the approval of the academic dean. Junior majors become candidates for Senior Major Fellowships by individual application or on nomination by any member of the department. Each candidate must file his application with the Chairman of the department not later than March 31. His application must include a description of his program of study for the following year. Senior Fellows and Senior Major Fellows pay full tuition.

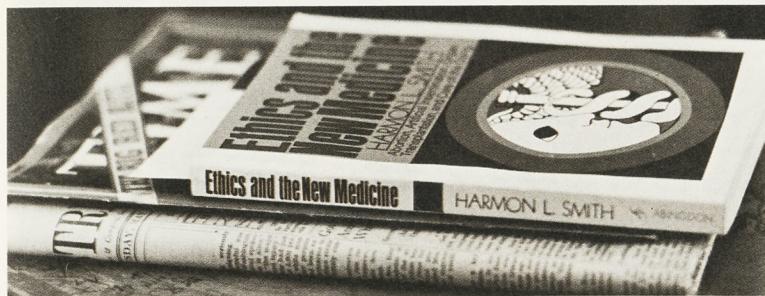
THE ADVISING SYSTEM

AND MAJORS

FACULTY ADVISERS

Advisers are assigned to incoming freshmen during the summer preceding matriculation. The selection of adviser is made carefully to reflect educational goals of the student as well as his vocational and avocational interests. Each student is urged to consult with his adviser periodically.

In the spring of the sophomore year, each student must declare his major, or area of concentration, and is assigned to his major department for subsequent advising. Later, during the spring semester, each sophomore is asked to consult with his adviser and plan a coherent program for the junior and senior years. The adviser may give guidance to the student in the choice of graduate or vocational opportunities.



MAJORS

A student may elect to major in anyone of the following disciplines or groups of disciplines:

- Bible and Religion
- Bible, Religion, and Philosophy
- Biology
- Chemistry
- Economics
- Economics with Mathematics
- English
- French
- Government and Foreign Affairs
- Greek
- Greek and Latin
- History
- Humanities
- Interscience
- Latin
- Mathematics
- Mathematics and Computer Science
- Philosophy
- Physics
- Psychology
- Social Science
- Spanish

The requirements for each of these majors may be found in the section on Course Descriptions.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts, or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree:

PROFICIENCY

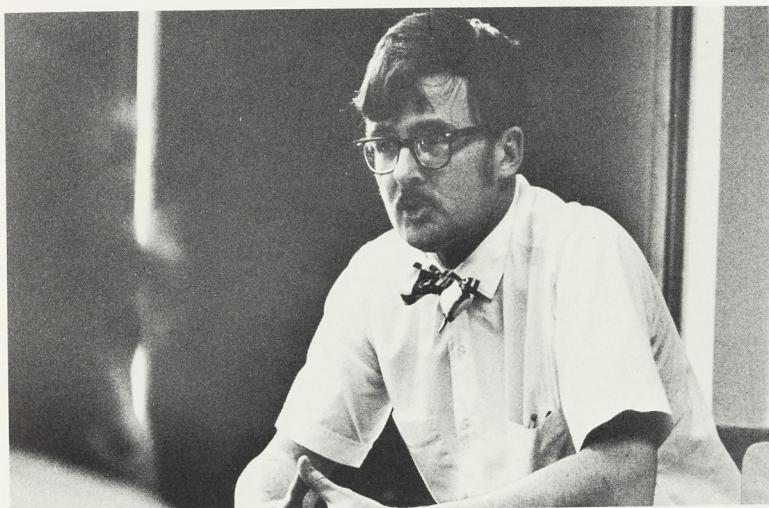
Proficiency in English composition and a foreign language at the 200 level; each proficiency to be demonstrated either by examination or by course work (i.e. one 3 hour semester course in composition; two semester courses in a foreign language at the 200 level).

DISTRIBUTION

Successful completion of six semester courses in four departments in the Humanities, and three semester courses in two departments in both the Social and Natural Sciences. Neither courses taken to satisfy proficiency requirements nor courses taken in the department of the major may be used to satisfy the distribution requirement. For this purpose the departments in the various divisions are:

Humanities (18 hours) (4 departments)	Social Sciences (9 hours) (2 departments)	Natural Sciences (10-12 hours; minimum of 1 lab course) (2 departments)
Bible and Religion	Economics	
Classics	Government and	Biology
English	Foreign Affairs	Chemistry
Fine Arts	History	Mathematics
Modern Languages	Psychology (including Sociology)	Physics
Philosophy		
Western Man		

CREDIT HOURS



hours of credit. The semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one half hours per week for the semester.

MAJOR

Successful completion of the courses required to qualify for a major in the department or area of specialization.

RESIDENCE

A minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 123 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

SCHOLARSHIP

A grade point average of 2.00 (C) on work taken at Hampden-Sydney and in co-operative programs, or 123 hours of C work or better, at least sixty hours of which must be earned in courses taught at Hampden-Sydney. The grade point average is calculated by dividing the total quality units earned at Hampden-Sydney and in co-operative programs by the total hours attempted.

It is solely the responsibility of the candidate for graduation to meet all of the stated requirements for the degree.

Student Life

Hampden-Sydney is essentially a residential college, and hence, student life involves an atmosphere of community. Although some sixty-five percent of the students come to Hampden-Sydney from the Commonwealth of Virginia, there are 28 states and four foreign countries represented among the student body.

There exists in the student body and in student life a diversity of background, ideals and viewpoints which contributes to the total educational process and enhances the college experience.



STUDENT GOVERNMENT

Student self-government is a vital process in the total realm of student life at Hampden-Sydney. While self-government has long been a tradition, its present form is modern, the present constitution having been adopted in 1972. Every matriculant of the College is a member of the Student Government Association (SGA).

The student assembly transacts all student body business and as far as such powers are delegated to it by the faculty and trustees, it has legislative jurisdiction over various phases of student campus life.

THE HONOR SYSTEM

The essence of the Honor System is individual responsibility. Basic assumptions of the system are that a student is a mature young man and that he will conduct himself honorably in all phases of student life. A further assumption is that every student is concerned with the observance of these principles for his own sake, that of his fellow students, and that of the College. A complete explanation is given in The KEY.

STUDENT COURT

The judicial power of Student Government is vested in the Student Court, a body composed of members elected by classes. The Court tries cases arising from breaches of the code of student conduct, College rules, and honor violations.

The Student court, by authorization of the Board of Trustees and the faculty, has jurisdiction over matters concerning breach of the Honor Code. Student Court meetings are closed, and Court members are under oath never to reveal any of the proceedings deemed confidential at the time of the meeting.

If a man is found guilty of a breach of the Honor Code, the chairman of the Student Court reports the case to the Dean of Students, who informs the parents of the student in question. Further, if a man is found guilty, the student body is informed. Otherwise, the case is closed in order to protect the man who was initially charged but found innocent.

Before matriculating, a student must sign a statement acknowledging that he understands his obligations as a student under the Honor



System, and that an infraction of the Honor Code at any time during the session is punishable by temporary (no less than one full semester) or permanent suspension from the College. A professor may require a student to sign a formal pledge on any work.

INFRACTIONS OF THE HONOR CODE

1. Cheating (Giving or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations. This means that *unless the professor specifically exempts work*, giving or receiving aid is prohibited.)
2. Plagiarism.
3. Lying.
4. Stealing.
5. Failure to report Honor Code offenses.

The student's obligations under the Honor System do not stop at the limits of the campus but apply in all places during the school year.

All suspected Honor Code violations should be reported to an officer of the SGA or a member of the Student Court. The chairman of the Court will notify the accused of the charges against him and allow him to obtain a student advisor.

The Pledge: On my honor I have neither given nor received aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report.

RELIGIOUS LIFE

Since its founding and during a long relationship with the Presbyterian Church, Hampden-Sydney has emphasized the strength and necessity of the Christian faith as a vital part of education and life. Many ministers, missionaries, church-college teachers, and others engaged in church vocations are among its graduates, and the College has sent into the churches a great number of active Christian laymen.

Although the College continues to be affiliated with the Presbyterian Church, it encourages the work of all denominations. The close proximity of Longwood College provides an opportunity for coeducational religious activities.

The College Chaplain plans campus religious services and coordinates denominational student activities. He is advisor to the Campus Christian Association (CCA) and is available at all times for personal counseling.

As a religious organization, the CCA seeks to exert a constructive influence on both the spiritual and social life of Hampden-Sydney students. Under CCA auspices, programs are held twice yearly: a religious emphasis period in the fall, and a lecture series in the spring. Opportunities are provided in each program for students to hold individual and small group conferences with guest speakers.

The CCA provides opportunities for students to engage in Christian witness, service, and social fellowship on and beyond the campus.

CULTURAL PROGRAMS

The College plans a diverse series of programs each year as another dimension of the total educational experience. The program includes speakers of contemporary interest, lectures by visiting scholars and other distinguished individuals, plays, and concerts.

SOCIAL LIFE

The social fraternities provide a major center of social life and activity for some sixty percent of the students. Too, the College Activities Committee of the SGA organizes a social program which includes films and several major weekend concerts by well-known entertainers. Many Hampden-Sydney students date at nearby colleges for women.



Hampden-Sydney offers a well-rounded athletic program, with intercollegiate competition in football, baseball, basketball, soccer, golf, tennis, track, and wrestling. The College also has a rugby football club.

The Tigers are members of the National Collegiate Athletic Association, the Virginia College Athletic Association, and the Mason-Dixon Conference. Within the past four years, Hampden-Sydney has had championship teams in football, baseball, golf, and tennis.

No one shall be a member or manager of any College athletic team who is not a regularly matriculated student. The College is not liable for injuries received in any athletic practice or contest, or for hospital or doctor's bills, or for any other expenses resulting from such injuries.

Recognizing the importance of physical exercise to the maintenance of good health, the athletic department of Hampden-Sydney College offers a comprehensive program of intramural activities which provides every student with the opportunity to engage in recreation and competitive activity. This program, conducted under the supervision of the faculty, includes thirteen seasonal sports from the beginning of autumn through the end of spring. Some eighty percent of all students participate in either varsity or intramural competition.

ATHLETICS

INTRAMURAL SPORTS

DISCIPLINE

The responsibility for discipline is in the hands of the president, the deans, and the faculty, under regulations adopted by the Board of Trustees. Student Government plays an important role in the disciplinary function, with an object of maintaining regularity and order in the institution, and the cultivation of a spirit of honor among students.

All students are expected to comply with the rules and regulations of the College, which are published in the student handbook. In addition, students are expected to obey the laws of the Commonwealth of Virginia, as well as federal and local laws.

If a student fails to meet his obligations as a citizen, or if it is determined for other reasons that any student's continued presence is not in the best interest of the College, Hampden-Sydney reserves the right to require his withdrawal, or to deny him the privilege of re-enrolling.

ORGANIZATIONS

THE UNION-PHILANTHROPIC LITERARY SOCIETY is the result of the merger of the old Union and Philanthropic Societies. The Union Society was founded in 1789 and the merged group is second only to the Whig-Cliosophic Society of Princeton University in point of age.

THE JONGLEURS, the College dramatic club, works closely with the *Longwood Players*.

THE GLEE CLUB provides for those students interested in vocal music an excellent opportunity to continue their activity. Concert tours are made in the fall and spring.

STUDENT PUBLICATIONS include *The Kaleidoscope*, the College yearbook, *The Garnet*, a literary magazine, and *The Tiger*, the student newspaper.

SOCIAL FRATERNITIES are a vital part of the social life at Hampden-Sydney. There are eleven national Greek letter fraternities at the College, which are Chi Phi, Sigma Chi, Kappa Sigma, Pi Kappa Alpha, Theta Chi, Lambda Chi Alpha, Sigma Nu, Phi Gamma Delta, Sigma Alpha Epsilon, Kappa Alpha, and Alpha Chi Sigma, a professional-social fraternity.

PHI BETA KAPPA, national academic honor society;
OMICRON DELTA KAPPA, national leadership honor society;
SIGMA UPSILON, literary fraternity;
CHI BETA PHI, honorary scientific fraternity;
ALPHA PSI OMEGA, dramatic fraternity;
PI DELTA EPSILON, journalistic fraternity;
ETA SIGMA PHI, honorary classical fraternity;
PSI CHI, psychology fraternity;
CIRCLE K, a service club, functions under the sponsorship of the
Richmond Kiwanis Club.

ALPHA CHI SIGMA, a professional-social fraternity;
SIGMA XI, honorary scientific fraternity;
OMICRON DELTA EPSILON, economics fraternity;

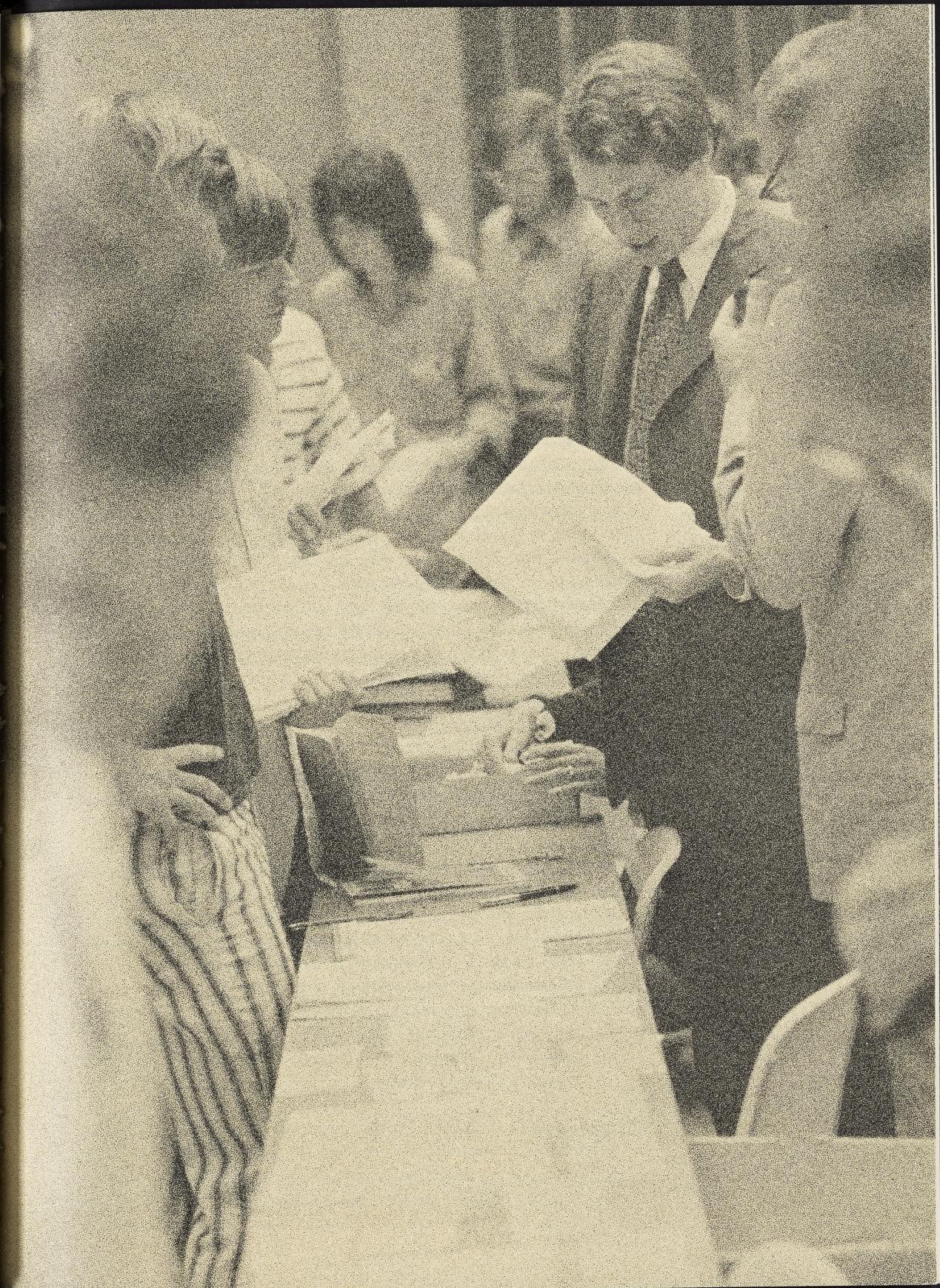
WWHS STEREO RADIO-FM, the College's newly-formed educational radio station, operates a studio on campus for the benefit of the student body and the College community. The purposes of the facility are to foster better communications on campus and to bring to the College student-oriented music, programs, and special events.

THE DEBATE COUNCIL, composed of students and faculty interested in intercollegiate debating.



Admissions

Hampden-Sydney welcomes to its student body young men of high purpose, maturity, and scholastic ability who are seeking to advance themselves intellectually and professionally through the processes of a liberal arts education. The College's admissions policy is non-discriminatory with regard to race, color and national origin. The College wishes to attract significant numbers of students of diverse ethnic, geographic, and social backgrounds and is especially desirous of increasing the number of Black students on campus. Hampden-Sydney recognizes the need to place all possible financial assistance at the disposal of well qualified applicants.



The secondary school academic record is the most important factor influencing the admissions decision. Significant also are the recommendations of school officials and the overall pattern represented by test scores, personal qualifications, and contributions to church, school, and community activities.

A student applying for admission to Hampden-Sydney as a freshman should plan to enroll in August. Details of the Early Decision Plan and the Regular Plan are given in the next pages; all inquiries should be addressed to the director of admissions.

Hampden-Sydney reserves the right to send the college grades of its students to the high school of origin for purposes of counseling and evaluation and to various scholarship and lending agencies requesting follow-up information.

ADMISSION REQUIREMENTS

- I. An applicant must be graduated from an accredited secondary school or its equivalent in order for his acceptance to be confirmed by the College.
- II. Preparation in secondary school should include the following:
 - A. Four units in English.
 - B. At least two units of algebra.
 - C. One unit of geometry. Solid geometry, trigonometry, and other advanced mathematics courses are recommended.
 - D. One unit of chemistry, biology, or physics.
 - E. At least two units of one foreign language.
 - F. One unit of history or civics.
 - G. Additional courses in mathematics, science, history, government, and languages.
- III. Applicants for admission to Hampden-Sydney are required to take the Scholastic Aptitude Test and two (2) Achievement Tests of the College Entrance Examination Board. The scores must be reported to Hampden-Sydney by the College Board. The SAT should be taken no later than January of the senior year, preferably in

December. Candidates for early decision must take the SAT before the senior year.

Achievement Tests should be taken no later than January of the senior year. It is recommended that early decision candidates take the achievement tests before the senior year; however, the tests may be taken as late as January of the senior year. Achievement Tests required are the following:

English Composition

Mathematics, Level I (Level II may be taken in lieu of Level I, if a student has high mathematical ability and is taking or has completed an advanced mathematics course. A conference with a counselor or mathematics teacher is recommended before taking Level II.)

Complete information regarding these tests may be obtained by writing to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey 08540.

IV. Applicants who are accepted and indicate they plan to enroll will be sent a health certificate to be completed by the family physician. This form must be received and approved by the College physician before a student may matriculate.

The application form should be completed by the student and returned to the director of admissions, preferably in the fall of the senior year and no later than March 1. The blank transcript and personal appraisal forms provided by the College should be given to the proper secondary school officer, who should return the completed forms to the College.

In February a notice will be sent to an applicant if all evidence in support of the application has not been received. Anything lacking

REGULAR PLAN

must be received by March 1, or full consideration of the application cannot be guaranteed.

Most decisions by the admissions committee are mailed in March. However, if an applicant is well-qualified and his application and records are received prior to January 15, he may expect to be notified of the committee's decision sometime in February.

The College subscribes to the Candidates' Reply Date, which allows an accepted student until May 1 to notify Hampden-Sydney of his decision. However, the College appreciates being notified as soon as the applicant has made his decision. The letter of confirmation accepting the offer of admission must be accompanied by a non-refundable, \$100.00 advance deposit applicable to the first semester bill.

EARLY DECISION PLAN

Hampden-Sydney is a member of the Uniform Early Decision Group, the object of which is to reduce the necessity for filing multiple applications and to reduce the concern about later acceptance. The plan is for well-qualified applicants who, after consulting with school authorities and parents, judge that Hampden-Sydney College is their single choice.

Under this plan, the student:

- A. Agrees to apply only to Hampden-Sydney until he is notified of the College's decision.
- B. Agrees to have his completed application, including transcript and SAT and Achievement Test* scores, in by November 1. Financial assistance applicants must have the Parents' Confidential Statement filed with the College Scholarship Service by November 1, preferably much earlier.
- C. Agrees to notify Hampden-Sydney of his decision regarding matriculation by the date stated in his acceptance letter. A non-refundable deposit of \$100.00, applicable to the first-semester bill, must accompany a confirmation.



D. Agrees not to apply elsewhere after confirming his intention to enroll at Hampden-Sydney.

Under this plan, Hampden-Sydney:

- A. Agrees to mail a decision on admission (and financial assistance, if requested) by November 15. The decision in each case will be either acceptance or deferment; no rejections will be made under this plan.
- B. Agrees not to require the accepted candidate who has indicated his intention to matriculate and who has made his deposit to take further admission tests.*
- C. Guarantees the deferred applicant that his application will receive thorough, unbiased consideration under the Regular Plan. The deferred candidate will be free to apply to other colleges.

Hampden-Sydney subscribes to the purposes of the Advanced Placement Program of the College Entrance Examination Board. Entering students who have completed advanced work in secondary school and who present satisfactory grades on the Advanced Placement Examinations, or other appropriate evidence, may receive credit toward graduation and may be placed in courses above the level of the freshman year. In all cases decisions regarding advanced placement and credit shall be made by the department concerned.

ADVANCED PLACEMENT AND CREDIT

*If a candidate meets all requirements other than the completion of the Achievement Test requirement, he may still apply under the Early Decision Plan. However, he must take the Achievement Tests no later than January of his senior year.

CAMPUS VISITS

Interviews are not required, but an applicant is encouraged to visit the campus and the admissions office. A written or telephone request for an appointment with an admissions officer should be made at least one week in advance of an anticipated visit. While the College is in session, the admissions office is open for appointments on weekdays from 8:30 a.m. to 4:30 p.m., except during traditional school holidays, and on Saturday mornings from 9:00 a.m. until noon. During the summer recess, the office is open only on weekdays. The admissions office is located on the second floor of Atkinson Hall, the administration building.

**ALUMNI/ADMISSIONS
PROGRAM**

For many years, the formal and informal efforts of Hampden-Sydney's alumni have significantly helped the College's admissions program. Each year, numerous alumni are involved in the Alumni/Admissions Program as Alumni Admissions Representatives.

The Alumni Representative's appraisal of those applicants interviewed becomes part of each applicant's admissions folder and is considered at the time of the admissions decision. Complete information on the program and the names of area representatives may be obtained from the admissions office.

SUMMER SCHOOL

Hampden-Sydney has no summer school. An entering student who plans to attend summer school to acquire college credit before matriculating at Hampden-Sydney should obtain permission from the registrar to ensure the transference of the credits.

READMISSION

A former Hampden-Sydney student desiring to return to Hampden-Sydney should write to the director of admissions describing his activities since leaving Hampden-Sydney and giving his reasons for

wanting to return. Students planning to re-enter in the second semester should apply no later than December 1; those planning to enter in August should apply by June 1. Students under academic suspension are eligible to apply for readmission after one semester's absence from the College.

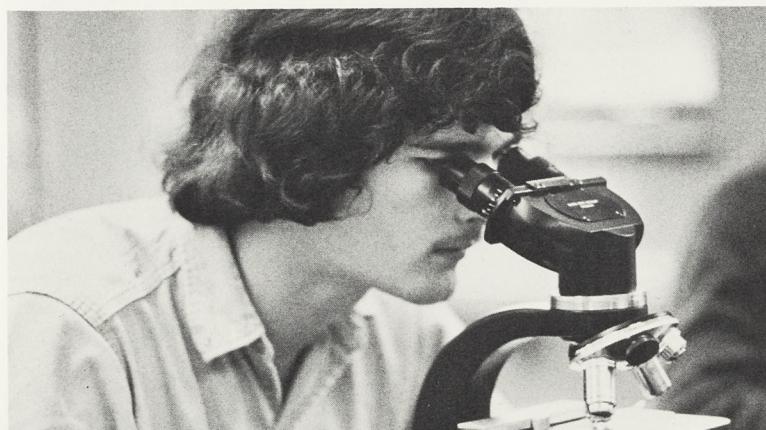
Each year Hampden-Sydney accepts qualified transfer students. August is the normal time for entrance, although students may be accepted for admission for the second semester. Students desiring to enter in August should apply by June 1; those interested in second semester admission should apply by December 1.

Transferring from one college to another almost always involves loss of credits. Credits may be accorded a student transferring course work similar to that offered by Hampden-Sydney from an accredited institution. No credit will be allowed for work taken elsewhere if the student earns credit for the equivalent of this work at Hampden-Sydney.

A student seeking admission from another institution must have earned grades above the minimum passing mark in the courses which he presents for transfer (see section on Transfer Credits.) It is the policy of the College to deny admission to a transfer student unless the student is eligible to return to the college from which he wishes to transfer.

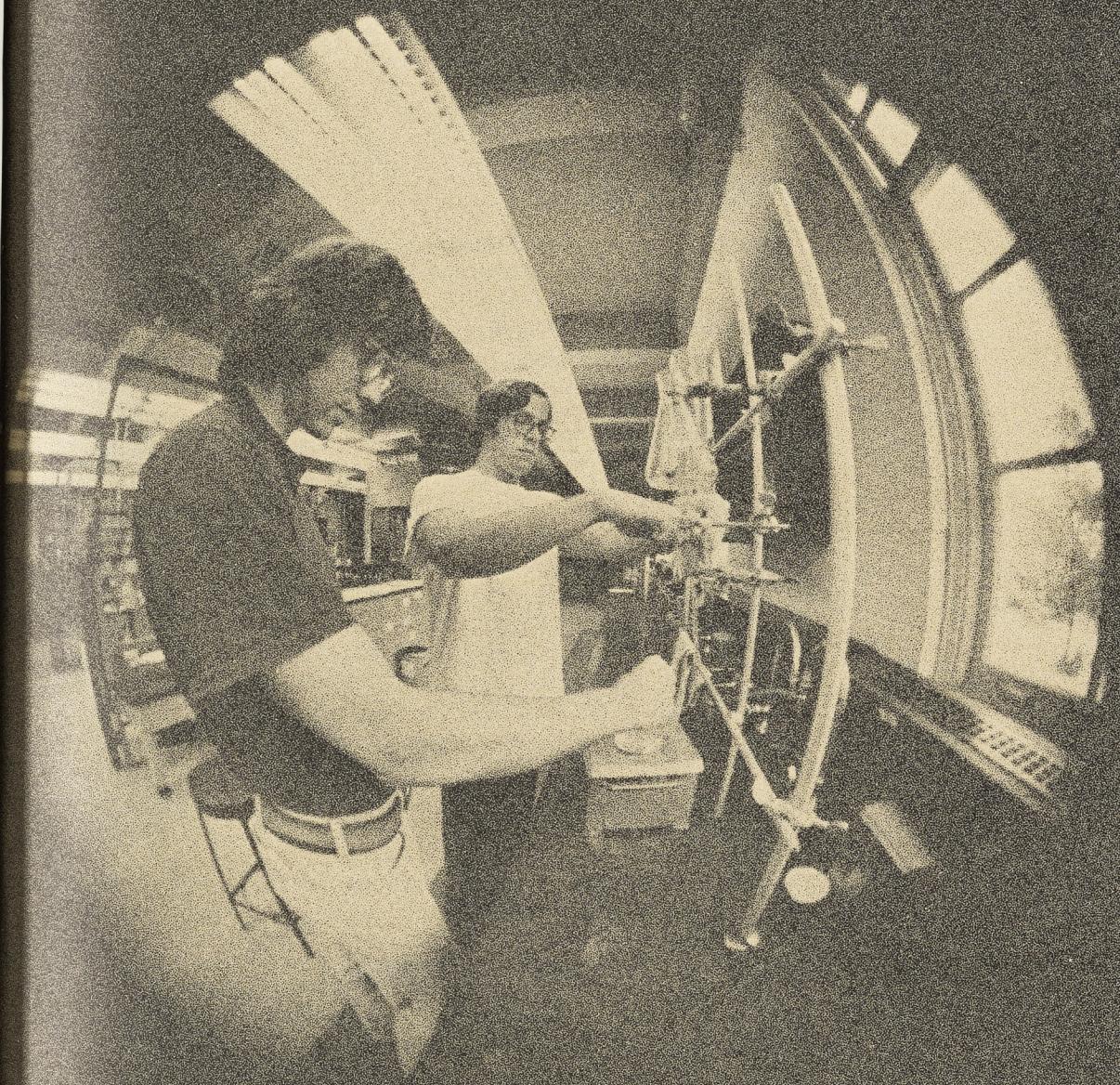
All inquiries should be addressed to the director of admissions.

TRANSFER STUDENTS



Expenses & Financial Aid

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 73% of the total cost of the student's education. The remainder is provided by income from endowment and the gifts of alumni, friends, foundations, the Synod of Virginia, and others.



EXPENSES*

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

(1973 - 1974)

Comprehensive Fee	\$2,225.00
Room rent in Cushing, Graham, and Venable Halls	200.00
Room rent in Whitehouse Hall	300.00
Board	<u>575.00</u>
 Total	\$3,000.00-\$3,100.00
Special Fees:	
Damage Deposit	\$100.00
Late Enrollment	5.00
Re-examination	5.00
Graduation Fee	15.00

VARIABLE EXPENSES

Each student pays for his own:

Books (approximate cost)	\$100.00
Laundry (approximate cost)	\$ 65.00
Personal Expenses (determined by student and his parents)	
Laboratory Breakage Deposit (for certain courses; returnable except for the actual cost of materials destroyed or consumed.)	

Books may be purchased at the College Shop on a cash basis only. Laundry may be arranged through student agents of local laundries, or students may use the self-service laundromats on and near campus. Personal expenses involving clothes, travel, entertainment, dues to organizations, and incidentals are subject to personal habits and means.

The breakage deposit is returnable except for the actual cost of materials destroyed or consumed.

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care in the College infirmary, accident and hospitalization insurance, admission to athletic events held on the campus, the cost to students of student publications, Campus Christian Association privileges, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Room rent in the dormitory covers cost of occupancy and use of utilities. Freshmen live in Venable and Graham Halls and upper classmen in Cushing and Whitehouse Halls.

Each student is responsible to the College for the condition of his room and is expected to report any damage of College property to the dean of students. He must pay the costs of repairs or replacement and, depending on the circumstances, disciplinary action may be taken.

In addition to the main dining hall, the William Henry Harrison Room is available for banquets and special occasions, while the Patrick Henry Room specializes in *a la carte* service for students, faculty, and guests.

In the senior year there is payable on February 1st a graduation fee of \$15.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

PAYMENT OF FEES*

One-half of the fixed fees is payable on or before registration in August; the balance is due on or before second-semester registration.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

*New students pay an advance, non-refundable deposit of \$100.00 upon acceptance of admission. Old students pay an advance deposit of \$100.00 on or before March 15. The advance payment is credited toward regular fees upon entrance in August.

MONTHLY PAYMENTS

For those parents wishing to make payments monthly rather than in a lump sum, the College offers the following plans:

- Education Funds, Inc.
- State Planters Bank College Tuition Plan, Inc.
- Tuition Plan, Inc.
- Insured Tuition Payment Plan

RETURN OF FEES

There is no refund of fees, except when the College physician recommends the withdrawal of a student before the middle of a semester for reasons of health. There is no refund of room rent. A refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of a semester.

SCHOLARSHIP PAYMENTS

One-half of the value of a scholarship or grant-in-aid awarded to a student will be credited against the first semester's charges; the balance will be credited to the student's account for the second semester.

LIFE INSURANCE

The University Life Insurance Plan is available to Hampden-Sydney students on an optional basis. It provides coverage of \$10,000.00 of annually renewable, convertible term insurance with the Fidelity Bankers Life Insurance Corporation.

FINANCIAL ASSISTANCE

Financial assistance consists of scholarships, loans, and campus employment, which may be offered to students singly or in various combinations. In selecting students to receive financial assistance, the student aid committee places primary emphasis upon academic achievement, character, future promise, and need.

Hampden-Sydney participates in the College Scholarship Service Assembly (CSS) of the College Entrance Examination Board and is also a member of the Southern College Scholarship Group. Participants in the CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's

need for financial assistance. Parents of applicants seeking financial assistance are required to submit the Parents' Confidential Statement (PCS) to the CSS by February 1, preferably much earlier. No guarantee of financial assistance can be made unless the proper forms are received by the CSS in Princeton, N. J., prior to the February 1 deadline. Hampden-Sydney College should be designated as a recipient.



SCHOLARSHIPS

THE BAKER SCHOLARSHIPS

Hampden-Sydney College is proud to be among the Colleges at which The George F. Baker Trust has established scholarships. The Trust was created by the will of George F. Baker, Jr., a former Chairman of the Board of First National Bank, City of New York.

Purpose

Leadership of first quality in American life is the special concern of the Baker Trust. It is the aim of the Trust that leaders be developed through the rich experience of liberal arts studies. Those selected do not have to have a specific career objective, for the Trust recognizes the need for leadership of first quality in every field. However, since the scholarships are made possible by the efforts of men in business, the Trustees hope that some of the Baker Scholars will choose a career in business.

Stipends

Baker Scholars will be selected without regard to financial need. When need is evident, each award will meet as nearly as possible the full financial need of each Scholar. A Scholar without financial need will receive a stipend of \$250.00. The Scholarship is a four-year award, providing the Scholar maintains the personal and academic standards expected.

Selection Procedure

From three to five Baker Scholarships will be awarded each year to entering freshmen. Finalists will be invited to the campus in March to be interviewed by a selection committee composed of outstanding businessmen. It is intended that each Scholar selected will continue his association with the members of the committee throughout his college career.



Qualifications

The men selected will be those who combine in themselves:

1. High qualities of character, responsibility, and motivation as evidenced by their records, recommendations, and by personal interview.
2. High degree of recognition by their contemporaries; they must be persons who are liked and respected, who possess a natural talent for leadership.
3. High mental competence as demonstrated by their secondary school records.

All applicants for admissions are considered.

THE VENABLE SCHOLARSHIP

The Venable Scholarship, one of the highest honors bestowed upon an entering freshman, is awarded to a young man representing the highest type of manhood. This is a four-year scholarship ranging in value from \$100.00 to a full scholarship per year, the actual amount being dependent upon the financial need of the recipient.

HONOR SCHOLARSHIPS

Approximately four Honor Scholarships are awarded to incoming freshmen in recognition of superior academic and extracurricular achievements. This four-year scholarship has a value of up to full tuition per year, the actual amount reflecting the financial need of the recipient. If no need is evident, the award is honorary.

LEADERSHIP AWARDS

The two Leadership Awards, including the Moomaw Award, are awarded to entering freshmen who have demonstrated noteworthy leadership achievement. Each is a four-year scholarship with a value of up to full tuition per year, the exact amount depending upon the financial need of the recipient. If there is no financial need, the award is honorary.

GRANTS-IN-AID

This is the largest source of revenue for financial aid. The funds consist of money derived from endowment, and gifts to, as well as direct grants from, the College.

GUARANTEED LOANS

The College recommends loans for qualified students through the United Student Aid Funds, a private, non-profit corporation which endorses low-cost loans made by a student's home-town bank. Also, most states have agencies guaranteeing loans to students for education purposes.

In each plan a student may borrow up to \$1,500.00 per academic year from a participating bank, usually a bank in the student's home town. Repayment begins after one leaves college. Interest is no more than 7% and begins when the loan is made. For a student who qualifies under federal law, the government will pay the interest until repayment begins.

Eligibility for federal interest benefits is dependent upon the need of the student borrower as determined by the College's financial aid

officer and the lender. A Parents' Confidential Statement must be submitted to the College by those wishing to be considered for federal interest benefits.

BOOKER-STEBBINS LOAN FUND

A student may borrow up to one-half of his college expenses for the year at 3% simple interest. This is primarily a source for an emergency or short-term loan.

FEDERAL PROGRAMS

COLLEGE WORK-STUDY PROGRAM

Students with need may earn part of the money needed for college expenses by being awarded a job on campus through the College Work-Study Program. The student is paid at an hourly rate and receives a check at the end of each month for that month's work. Most jobs require between 8 and 10 hours of work per week at no less than the national minimum wage per hour. There are several jobs available on campus during the summer months which require as many as 40 hours of work per week.

EDUCATIONAL OPPORTUNITY GRANTS

The Educational Opportunity Grants Program is for students of exceptional financial need who, without this grant, would be unable to continue their education. Grants of up to \$1,000 a year are available. If one is selected for an EOG, one will also receive additional financial aid at least equal to the EOG amount.

NATIONAL DIRECT STUDENT LOANS

The college awards National Direct Student Loans of up to \$1,000 per year to needy students. There is no interest until after the student leaves college and repayment begins 9 months after the student ceases

at least half-time study and may extend over a 10-year period. Interest charges of 3% also begin at the start of the repayment period. No repayment is required and no interest is charged for any period up to 3 years during which the loan recipient serves in the Armed Forces, Peace Corps, or VISTA. The program also provides for partial loan cancellation for students who enter the field of teaching.

APPLICATION PROCEDURE

NEW STUDENTS

Every applicant for financial aid should first secure an application form for admission to Hampden-Sydney, on which he may note his intention to apply for financial assistance. He then must complete the College's own financial aid application form. An applicant's parents must also submit a Parents' Confidential Statement (PCS) to the CSS by February 1, and preferably much earlier. The PCS may be obtained from a school counselor or from the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

Financial aid decisions are made by the admissions and student aid committee. Notices are mailed with the admissions decision whenever possible. Applying for aid in no way affects the admissions decision.

STUDENTS ENROLLED AT HAMPDEN-SYDNEY

Hampden-Sydney students applying for aid for the first time or for a renewal or increase of present aid should obtain from the director of financial aid a Parents' Confidential Statement, which should be completed by the parents and returned to the CSS by March 15. Award notices are mailed to students in June.

RENEWAL

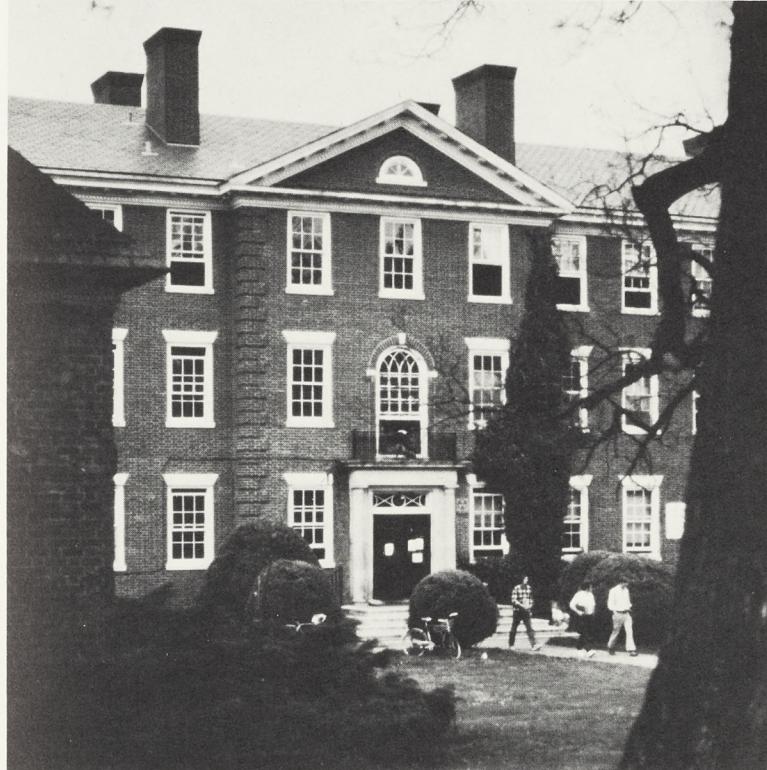
Awards are made for one session only. A PCS must be filed with the financial aid office each year, and the committee upon review of the PCS may make adjustments in the award reflecting changes in the

financial situation.

A student normally is expected to maintain a 2.0 (maximum 4.0) academic average each academic year to retain aid for the next year. Baker, Venable, Honor, and Leadership award winners are expected to maintain a 2.5 average to retain their scholarships.

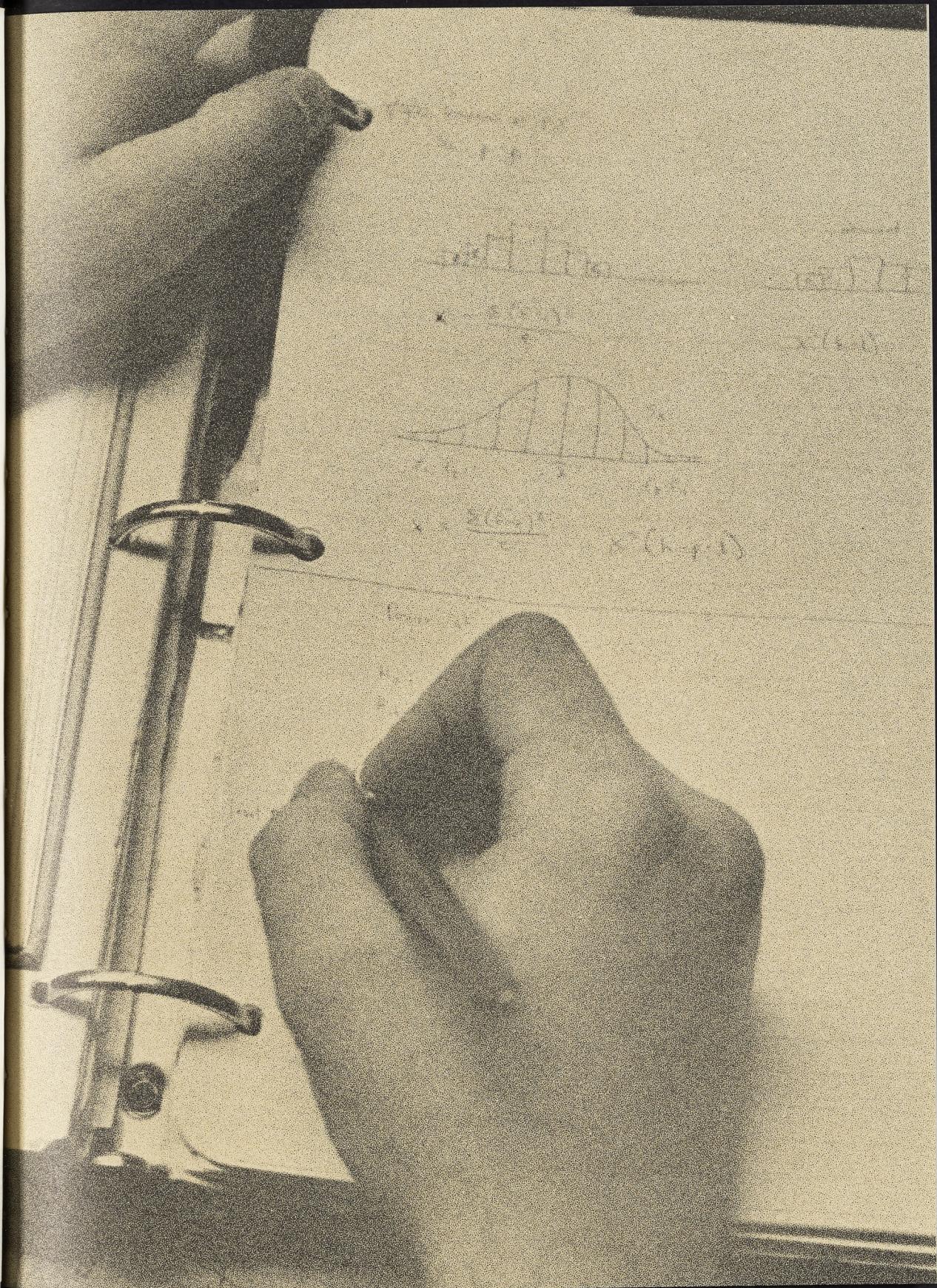
The composition of the total award (how much is grant, loan, job) each year will reflect the quality of the student's academic work. Generally, those with the highest averages will receive more grant and less loan than those with lower averages.

Awards may be cancelled at any time when the citizenship or the work of the recipient is deemed unsatisfactory.



Academic Regulations and Practices

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is encouraged and expected to become familiar with these regulations and practices set forth in the following section.



GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades	Quality Points per semester hour
A Excellent	4
B+	3.5
B Good	3
C+	2.5
C Fair	2
D+	1.5
D Passing	1
E Failure may continue*	0
F Failure	0
W Withdraw	0
I Incomplete	0

*This grade is given only for the first semester of continuing (0-6) courses. If a student receives the grade of E, he may continue in the following semester of that course. If the grade for the second semester is passing, the student will not be required to repeat the work of the first semester, and the graduation requirement of the whole course will be fulfilled. No hours of credit will be given for the semester which bears the grade of E.

SATISFACTORY PROGRESS

A student who at the end of any semester has an accumulated grade point ratio below 2.00 or who has fewer accumulated hours than listed below is not making satisfactory progress toward a degree:

Semester	1	2	3	4	5	6	7
Hours	14	28	43	58	73	89	105

SUSPENSION FOR ACADEMIC REASONS

Any student who fails to meet at least one of the following two sets of requirements at the end of any semester will be subject to suspension.

I. A student who at the end of any semester has fewer hours and/or a grade-point average below those listed in the following tables is subject to suspension:

Accumulated Records

Semester	1	2	3	4	5	6	7
Hours	8	19	34	51	69	87	105
Grade-Point Ratio	1.2	1.4	1.6	1.7	1.8	1.9	2.0

Single Semester's Record

Semester	1	2	3	4	5	6	7
Hours	8	8	12	12	12	12	12
Grade-Point Ratio	1.2	1.3	1.4	1.5	1.5	1.5	1.5

II. A student who at the end of any semester has fewer hours of work with a grade of C or better than those listed in the following tables is subject to suspension:

Accumulated Records

Semester	1	2	3	4	5	6	7	8	9	10
Hours of C work or better	6	15	27	39	53	67	81	95	109	123

If a student is retained after being considered for suspension he is placed on probation. *Transfer students and readmitted students should consult the Associate Academic Dean for determination of effective class standing.*

CLASS ATTENDANCE

Since a college education is initiated and given direction by the work of the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to leave the campus for medical reasons are expected to consult with the College physician.

Absences for medical reasons require a written statement from the attending physician. Students who find it necessary to miss classes for a number of days should inform the dean of students.

FRESHMAN REGISTRATION

Each new student will have the opportunity to register for his first semester courses by mail before the beginning of the new term. During orientation he will meet with his faculty adviser, who will have been provided with information about his academic record and interests, to discuss his course selections. Subsequently, he will have an opportunity to make changes in his selections before classes begin.

COURSE LOAD REGULATIONS

1. Every student is expected to carry a normal course load of 15-16 hours each semester. This usually is necessary to make satisfactory progress towards the 123 hours required for graduation.
2. Every student must carry a minimum course load of twelve hours each semester. To take fewer than twelve hours, the student must receive the permission of the academic dean.
3. No student may take more than sixteen hours in any semester unless he has passed at least fifteen hours in the previous semester.
4. No student may take more than nineteen hours in any semester.
5. A student hopelessly deficient in one subject may, with the permission of the instructor, adviser, and the academic dean, drop that course. The grade for the semester will be recorded as WF.
6. Courses may not be added after the first week of classes in any semester.
7. Courses may not be dropped without penalty after the ninth week of classes in any semester. A fee of \$5.00 will be charged students for each course dropped during this period.

Note: These course regulations may be modified by action of the executive committee of the faculty.



EXAMINATIONS

In all classes, examinations are held at the end of each semester. A charge of \$5.00, payable to the business manager, is made for special examinations and re-examinations.

RE-EXAMINATIONS

Seniors who are doing passing work in a course but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the academic dean, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in no case may be higher than a D. A charge of \$5.00, payable to the business manager, is made for re-examinations.

GRADE REPORTING

At the end of each semester a grade report is sent to the parent or guardian of each student. Once during the first semester and once during the second semester, reports of unsatisfactory progress in specific courses are similarly sent.

INCOMPLETES

Grades of Incomplete (I) must be removed within two weeks following the end of the semester or the grade automatically becomes an F.

DEAN'S LIST

The Dean's List is based on a grade point ratio of 3.3. No student carrying less than fifteen hours is eligible for the honor.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements:

Summa cum laude	a grade point ratio of 3.7
Magna cum laude	a grade point ratio of 3.5
Cum laude	a grade point ratio of 3.3

Note: The maximum grade point ratio is 4.0.

TRANSFER CREDIT

A student transferring college credit from another institution must have a grade of C or better for each semester hour of credit accepted. No quality points are given.



Credits are allowed only for courses which would apply to a degree at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

SUMMER SCHOOL CREDIT

Subject to departmental approval, hours earned for courses taken in summer school at a four year accredited institution are accepted for earned grades of C or better. No quality points are given.

WITHDRAWAL FROM COLLEGE

Any student who withdraws from college must have the approval of the academic dean and the dean of students. A student resigning on or after December 1 of the first semester or April 1 of the second semester will receive a grade of W in all courses. He is not ordinarily eligible to return the next semester.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

Divisions of Study

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including the Departments of Bible and Religion, Classics, English, Fine Arts, Modern Languages, and Philosophy.

NATURAL SCIENCES, including the Departments of Biology, Chemistry, Physics, and Mathematics.

SOCIAL SCIENCES, including the Departments of Economics, History, Government and Foreign Affairs, Psychology, and Physical Education.

Course Offerings

PROFESSORS MCRAE, CLOWER; ASSOCIATE PROFESSOR NORMENT

BIBLE AND RELIGION

The requirements for a major in Bible and Religion are 30 hours in Bible and Religion courses. Of this total, a minimum of 3 hours must be in Old Testament and 9 hours in New Testament courses. 6 hours in Philosophy courses are also required. Philosophy 307, if elected in addition to the required 6 hours in Philosophy, may be substituted for 3 hours in Bible and Religion. Also recommended: 6 hours in Greek, 6 hours in German.

The requirements for a concentration in Bible and Religion and Philosophy are 18 hours in each department, specific courses and cognate courses to be chosen in consultation with the departments.

BIBLE 201. (3)

The Old Testament Heritage. An introduction to the history and literature of the Old Testament. Open only to students with no prior credits in Old Testament studies, except by permission of the instructor.

BIBLE 202. (3)

Introduction to the New Testament. An introductory survey of Christian origins and of the literature of the New Testament. Open only to students with no prior New Testament studies, except by permission of the instructor.

BIBLE 206. (3)

The Hebrew Prophets. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times.

BIBLE 209. (3)

Jesus in the Synoptic Tradition. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark and Luke. (May be offered both semesters.)

BIBLE 210. (3)

Luke-Acts. A study of the writings and the distinctive perspective of Luke, with particular attention to the book of Acts.

BIBLE 211. (3)

The Labors and Letters of Paul. An examination of Paul's role in the development of the New Testament Church.

BIBLE 212. (3)

Romans. A study of Paul's theology as developed in his letter to the Church at Rome.

BIBLE 214. (3)

The Johannine Literature. A study of the five New Testament books traditionally associated with "John"—The Gospel of John, the Epistles of John, the Revelation.

RELIGION 301. (3)

Man as Religious Creature. The contribution of anthropology, sociology, psychology, and philosophy to an understanding of man's religious nature.

RELIGION 303. (3)

Judaism as a Living Tradition. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present.

RELIGION 304. (3)

Religions of the Middle East. A tracing of the cultural and religious history of the Middle East with particular attention to two features: (1) the emergence of Zoroastrianism and its influence upon postexilic Judaism, and (2) the rise and development of Islam from the seventh century to modern times.

RELIGION 305. (3)

Religions of India. A study of the religions of India and of the historical and cultural context in which they developed.

RELIGION 306. (3)

Religions of East Asia. A study of Taoism, Confucianism, Shintoism, and Buddhism in the context of the history and culture of East Asia.

RELIGION 307. (3)

Religion in America. A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought.

RELIGION 308. (3)

Contemporary Christian Theology. A study of major developments and the writings of significant leaders, European and American, in 20th century Christian thought, with particular attention to current trends. Prerequisite, a 200-level Bible course.

RELIGION 309. (3)

Christian Ethics. A study of the ethical relevance of Christian faith as understood by the New Testament Church and subsequent Christian interpreters.

RELIGION 406. (3)

Contemporary Issues in Christian Ethics. Intensive study of selected issues, both theoretical and practical, in the field of Christian Ethics. A seminar course, open to juniors and seniors only, by consent of the instructor.

RELIGION 485. (1, 2, or 3 hours)

Special Topics. Intensive study of selected writers or topics in the areas of Biblical and religious studies, chosen on the basis of student interest. May be offered either semester. Enrollment by arrangement with the instructor only.

RELIGION 495. (1, 2, or 3 hours)

Independent Study. Supervised reading and research for advanced students.

BIOLOGY

PROFESSOR TURNER; ASSOCIATE PROFESSORS CRAWFORD,
GEMBORYS, MR. LORTON.

The diverse preparation necessary for different biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in becoming biology majors are requested to see a representative of the biology department during their freshman year to discuss their future program of study. The biology major requires a minimum of 33 academic hours in the department and includes Biology 103, Biology 400, at least one zoology course and at least one botany course. A year of chemistry is also required.

Note: Many graduate schools require physics, mathematics through calculus, organic chemistry, statistics, computer science courses, physical chemistry and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that they may be incorporated into their undergraduate program.

BIOLOGY 103. (3)

General Biology. An introduction to biological phenomena that contribute to man's appreciation of himself and his environment. Topics include a study of molecular and Mendelian genetics, evolution, biotic interrelationships, homeostatic phenomena and related physiological mechanisms. This course fills

the biology portion of the science requirement for graduation and, unless otherwise specified by the staff, serves as a prerequisite for all other courses in the department. To be offered in the fall and spring terms, 1972-1973. A separate one credit hour laboratory course, 153, must be taken by students enrolled in Biology 103.

BIOLOGY 108. (3)

Environmental Biology. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, radioactive materials, etc., the historical background and future prospects of the population explosion, and the need for preservation of our natural resources. No prerequisites.

BIOLOGY 111. (1)

Natural Man. Readings and discussions designed to illustrate the close ecological balance maintained between primitive man and his environment. Primary emphasis will be on the Esquimeaux culture, although some consideration will be given to primitive tropical cultures.

BIOLOGY 153. (1)

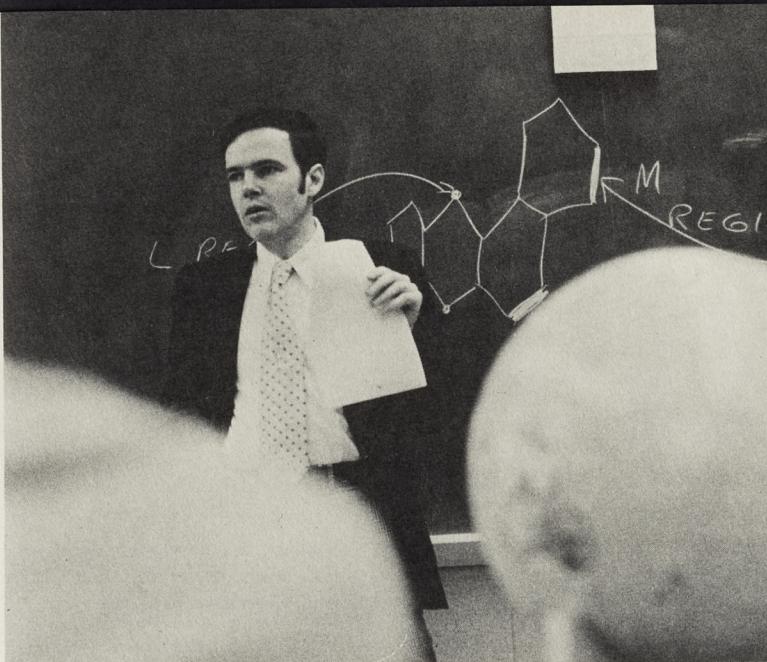
A laboratory course meeting once a week for three hours. The purpose of this course is to acquaint students with some living organisms and to introduce them to the values and limitations of scientific inquiry. This course is to be taken by all students enrolled in Biology 103. Only students enrolled in or who have successfully completed Biology 103 are eligible for enrollment in this course.

BIOLOGY 158. (1)

Laboratory in Environmental Biology. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science oriented student with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; the effects of logging and fire in local forest ecosystems; and the study of the population dynamics and behavior of confined populations of small mammals.

BIOLOGY 207. (2)

Seminar on The Great Biologists. A study of the lives and classical contributions of the most significant figures in the history of biology. The chief criterion used in selecting the subjects is their effect upon subsequent thought and development in the life sciences. This seminar requires extensive biographical reading. Admission by consent of instructor. Two three-hour meetings per month.



BIOLOGY 220. (4)

Microbiology. Morphology, physiology, systematics and ecology of micro-organisms, with major emphasis on the bacteria. Three study sessions per week along with special laboratory problems.

BIOLOGY 222. (4)

Morphogenesis. Introduction to comparative functional development and morphology of the vertebrate body. Embryonic development through organogenesis and adult gross anatomy is stressed. Although this course is open to pre-medical and pre-dental students, such students are urged to substitute Biology 321 or 322 for this course wherever possible. Prerequisite Biology 103. Three lectures and one laboratory per week.

BIOLOGY 241. (4)

Invertebrate Zoology. Morphology, ecology, systematics, physiology, and evolution of invertebrate animals. Three lectures and one laboratory per week. Offered second semester 1972-73.

BIOLOGY 253 - 254. (4 - 1)

Plant Communities. A consideration of the interrelationships between plants and their environment with the main emphasis being on the synecological rather than the autecological relationships. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester.

BIOLOGY 261. (4)

Birds and Mammals. Basic taxonomy, ecology, evolution, and some biological principles of the homoiothermic vertebrates. Laboratory studies include consideration of population dynamics, sampling procedures, and recognition of these animals. Independent research and collection required. Three lectures, one laboratory per week.

BIOLOGY 311. (4)

Genetics. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Three lectures and one laboratory per week. Prerequisite, Chemistry 101 - 102.

BIOLOGY 321. (5)

Developmental Biology. Principles of embryology involving physiological, biochemical, and genetic influences of differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Three lectures and two laboratories per week.

BIOLOGY 322. (5)

Comparative Vertebrate Anatomy. Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis placed on gross anatomy with inclusion of work in histology. Three lectures and two laboratories per week. Prerequisite, Biology 321 or consent of instructor.

BIOLOGY 331 - 332. (4 - 4)

Biochemistry and Cell Physiology. A structural and functional study of the cell, with emphasis in the first semester on biochemical and ultrastructural aspects of cell metabolism and in the second semester on major elements of cell physiology, including cell growth and division, differentiation, irritability, contractility, active transport and photosynthesis. Laboratory exercises include problems in viscometry, protein fingerprinting, histochemistry, enzyme isolation and purification, enzyme kinetics, electrophoresis, ion exchange chromatography, nerve-muscle physiology, differential centrifugation, manometry and spectrophotometry. Three lectures and one laboratory per week. Prerequisite or corequisite, Chemistry 211 - 212. Prerequisite for second semester: Biology 331 or consent of the instructor.

BIOLOGY 342. (4)

Plant Physiology. A consideration of the fundamental life processes of plants, including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work and independent research. Two lectures, two laboratories per week.

BIOLOGY 355 - 356. (4 - 1)

Animal Ecology. A consideration of the interrelationship between animals and their environment. The work will include study of the balance of nature, population cycles, natural regulation of animal numbers, competition, epizootics, and the compensatory adjustments of population to changes in the environment. A collection will be required. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. The work in the second

semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester.

BIOLOGY 400. (4)

General Biological Science. An integrated approach to molecular, physiological, anatomical, ecological and homeostatic phenomena of living systems with some attention to contemporary problems. This course is designed to complete the 8 hour requirement in general biology for all biology majors and, where applicable, for majors in related fields. Open only to seniors; however, juniors may take the course with the chairman's permission.

BIOLOGY 485. (2)

Special Topics. Selected topics in Biology as determined by class interest and the nature of the times.

BIOLOGY 495. (2)

Independent Study. Students with strong laboratory backgrounds can elect to do independent study on a selected topic under the supervision of a staff member. Permission of the department required. Opportunities exist for independent work and study at coastal marine laboratories during the summer months. Interested students should consult with the biology faculty about the program.

CHEMISTRY

PROFESSORS SMITH, PORTERFIELD; ASSOCIATE PROFESSOR BUTCHER;
ASSISTANT PROFESSOR SIPE; MR. BASS.

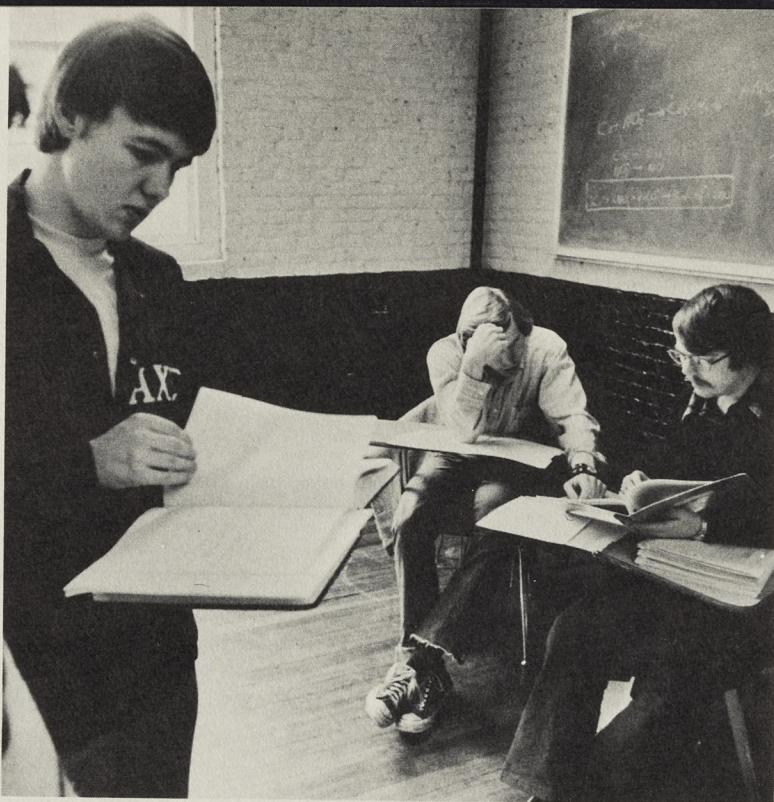
The requirements for a major in Chemistry are:

1. Chemistry courses must include 101-102, 201-202, 301-302, and 401 from the concepts track, and all the courses, except 252, from the techniques track. Two additional courses must be selected from the list: Chemistry 311, 312, 411, 485, or 495; Biology 331. For the ACS accredited degree, three courses must be chosen from this list; one of the three must be Chemistry 312, and Chemistry 411 is strongly recommended.
2. The student must satisfactorily complete Mathematics 101-102; Physics 111-112.

CONCEPTS TRACK

CHEMISTRY 101 - 102. (3 - 3)

Concepts of Chemistry. A study of the basic concepts of physical and inorganic



chemistry. Taught by self-paced instruction. Chemistry 101 is prerequisite to Chemistry 102. Corequisites, Chemistry 151 - 152.

CHEMISTRY 111 (3)

Chemical Concepts in a Technological Society. The student will write several major papers on topics, selected by him, dealing with the impact of chemistry on our society. This course is intended for students with interests outside the sciences or medicine, and will not satisfy prerequisite requirements for any other chemistry course. Corequisite, Chemistry 151. Chemistry 111 is prerequisite Chemistry 112.

CHEMISTRY 201 - 202. (3 - 3)

Organic Chemistry. An integrated treatment of aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and spectroscopy taught by self-paced instruction. Prerequisites, Chemistry 102 for 201 and 201 for 202. Corequisites, Chemistry 251 - 252 or 251 - 262.

CHEMISTRY 301. (3)

Physical Chemistry I. Introductory quantum mechanics and current semiempirical applications to chemistry. Prerequisite: Mathematics 102. Concurrent registration in Mathematics 205 is recommended.

CHEMISTRY 302. (3)

Physical Chemistry II. Statistical mechanics, thermodynamics, kinetics. Prerequisites, Physics 112; Math 102, or consent of the instructor.

CHEMISTRY 311. (3)

Biochemistry. A study of proteins, nucleic acids, carbohydrates, and lipids with emphasis on structure and conformation, and the effects of these factors upon the chemical function of molecules of biological interest. Prerequisite, Chemistry 201 - 202.

CHEMISTRY 312. (3)

Advanced Inorganic Chemistry. Continuation of structural calculations from Chemistry 301, and other theoretical aspects. Descriptive material on a collateral reading basis. Prerequisite, Chemistry 301 or consent of the instructor.

CHEMISTRY 401. (2)

Chemical Instrumentation. Principles of instrumental analysis. Prerequisites, Chemistry 302, 362.

CHEMISTRY 411. (3)

Physical Chemistry III. Spectroscopy, crystallography, and molecular structure. Prerequisites, Chemistry 301 or consent of the instructor.

CHEMISTRY 485. (1 - 3)

Special Topics. Individual study of advanced topics of current research interest on a tutorial basis. Topics recently offered include computerized learning machines for analyzing spectra, calculations for applied quantum chemistry, principles and practice of magnetic resonance, reductive alkylation reactions, ESR studies of organosilicon compounds, and oxydonor complexes of reducing metals. Prerequisite, consent of the instructor. Offered both semesters.

CHEMISTRY 495.

Independent Study. Variable credit. Prerequisite, consent of the instructor.

TECHNIQUES TRACK

CHEMISTRY 151 - 152. (1 - 1)

Techniques of Chemistry. A series of open-ended projects that require independent use of library and laboratory facilities and that include quantitative analysis. Breakage deposit, \$12.00. Corequisites, Chemistry 101 - 102, or Chemistry 111 - 112. Chemistry 151 is prerequisite to Chemistry 152.

CHEMISTRY 251 - 252. (1 - 1)

Analytical-Organic Techniques. A series of open-ended, individualized projects involving syntheses and reactions as well as various chromatographic and spectroscopic methods of analysis. Breakage deposit, \$15.00. Prerequisite, Chemistry 152. Corequisites, Chemistry 201 - 202.

CHEMISTRY 262. (2)

Synthetic Techniques. Each student is required to adapt modern synthetic methods to the synthesis and characterization of several compounds. Extensive use of the journal literature is expected; some of the compounds assigned have

not been previously reported. Breakage deposit, \$15.00. Corequisite, Chemistry 202. The student may elect either Chemistry 252 or 262; credit cannot be earned for both.

CHEMISTRY 351 - 352. (2 - 2)

Techniques of Physical Measurement. A series of open-ended projects involving the accurate determination and interpretation of selected physical and chemical properties. Breakage deposit, \$15.00. Prerequisite, Chemistry 252 or 262. Corequisites, Chemistry 301 - 302.

CHEMISTRY 362. (2)

Electronics. A series of open-ended projects and readings involving AC and DC circuit theory, circuit design, electrical measurements, and electronic instrument systems. The emphasis is upon solid-state circuitry. Prerequisite, Physics 152 or Physics 151 and consent of the instructor.

CHEMISTRY 451 - 452. (2 - 2)

Modern Techniques of Analysis. A series of open-ended projects involving chemical analysis and structure determination by instrumental methods. Breakage deposit, \$15.00. Prerequisite, Chemistry 352. Corequisite, Chemistry 401.

CLASSICS

PROFESSOR THOMPSON; ASSISTANT PROFESSORS BRINKLEY, TUCKER.

The requirements for a major in Greek are at least 12 hours in Greek courses at the 300 level; Philosophy 301; History 321, 322; Fine Arts 301.

The requirements for a major in Latin are at least 12 hours in Latin courses at the 300 level; Philosophy 301; History 321, 322; Fine Arts 301.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level; Philosophy 301; Fine Arts 301; History 321, 322.

GREEK

GREEK 101 - 102. (0 - 6)

Elementary Greek. This course is an introduction to the Greek language through carefully paced study of forms, vocabulary and syntax in a method devised by modern linguistic study. Considerable attention is given to expanding the student's English vocabulary and his analytical grasp of language structure.

GREEK 201 - 202. (0 - 6)

Intermediate Greek. Selections will be read from the works of Greek prose writers. There will be a continuing study of grammar.

GREEK 301. (3)

The Greek New Testament. Selections drawn largely from *Luke* and *Acts* will be read in the original Greek. Some time will be devoted to lectures, collateral readings, and reports on the principles of palaeography and textual criticism.

GREEK 302. (3)

Greek Drama. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre.

GREEK 303 - 304. (3 - 3)

Greek Historians. Selections from Herodotus' *History of the Persian Wars* or Thucydides' *History of the Peloponnesian War.* Parallel work will focus on the beginnings of historical writing and the principles of historiography.

GREEK 305 - 308. (3 each semester)

Advanced Greek. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Demosthenes, and the Athenian orators.

The courses listed at the 300-level have as prerequisite Greek 201 - 202. Of these, only as many will be taught in any one session as the demand justifies.

GREEK 495. (1, 2, or 3 hours)

Independent Study. Supervised reading and research are available to advanced students.

LATIN

LATIN 101 - 102. (0 - 6)

Introduction to Latin. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Each lesson emphasizes the indebtedness of English to Latin with systematic work in etymology. In addition to the regular class meetings, the instructor and student assistants are available for extra help.

LATIN 201 - 202. (3 - 3)

First Semester: *Ovid.* Selections from Ovid's *Ars Amatoria* will be read, preceded by a review of Latin fundamentals. Prerequisite, two entrance units in Latin, or Latin 101 - 102.

Second Semester: *Vergil.* Selections from the *Aeneid.*



LATIN 203 - 204. (3 - 3)

Latin Prose. Selections from the works of Latin prose writers will be read, preceded by a review of Latin fundamentals. Among works which may be read are the speeches and letters of Cicero, the historical works of Caesar and Livy, and the letters of Pliny, as well as the writings of Medieval Latin authors. Prerequisite, two entrance units of Latin or Latin 101 - 102.

LATIN 301 - 302. (3 - 3)

Latin Literature of the Republic. Reading matter will be chosen from the comedies of Plautus and Terence, the essays of Cicero, the *De Rerum Natura* of Lucretius, and the poems of Catullus. This course alternates with Latin 303 - 304 and will be given in 1973-74. Prerequisite, three entrance units in Latin, Latin 201 - 202, or Latin 203 - 204.

LATIN 303 - 304. (3 - 3)

Latin Literature of the Empire. Reading matter will be chosen from Livy, Horace, Seneca, Petronius, Martial, Tacitus, and Pliny. This course alternates with Latin 301 - 302 and will not be given in 1973 - 74. Prerequisite, three entrance units in Latin, Latin 201 - 202, or Latin 203 - 204.

LATIN 401 - 408. (3 each semester)

Advanced readings in Latin literature. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history.

LATIN 411. (3)

Latin composition and grammar.

LATIN 412. (3)

Latin palaeography.

LATIN 495. (1, 2, or 3 hours)

Independent Study. Supervised reading and research are available to advanced students.

CLASSICAL STUDIES

CLASSICAL STUDIES 201. (3)

English Etymology. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. There is no language prerequisite.

CLASSICAL STUDIES 202. (3)

Classical Mythology. A comprehensive survey, primarily based on the reading of original sources in translation, of Greco-Roman mythology, with the aim of providing the student with a working knowledge of an important tool for the study of Western art and literature. Each student will intensively study the use of classical mythology by a writer or artist of his choosing.

CLASSICAL STUDIES 203. (3)

Greek Literature in Translation. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required.

CLASSICAL STUDIES 204. (3)

Latin Literature in Translation. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered, as well as the influence of Latin writings on later literature. No knowledge of Latin is required.

GREEK HISTORY 321. (3)

A historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major.

ROMAN HISTORY 322. (3)

A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the Roman Civil Law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major.

LINGUISTICS 301. (3)

Descriptive Linguistics. A survey of the techniques and findings of modern linguistic study, with appropriate introduction to the disciplines of phonetics, phonemics, morphology, and syntax. Some field work required, in the form of independent study projects. A general course for all those interested in language study.

LINGUISTICS 302. (3)

Historical Linguistics. Thorough study of the comparative method of linguistic reconstruction, and of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisites: Linguistics 301, and at least 12 hours at the 300 level in a foreign language, or permission of instructor.

ECONOMICS ASSOCIATE PROFESSOR HENDLEY; ASSISTANT PROFESSORS MUSOKE, STEWART; LECTURERS STERN, DICK.

The requirements for an Economics major are a minimum of 27 hours of Economics to include Economics 301, 303, 401, and 485 or 495 (3 hours); and Mathematics 101 and 103. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

Elements of Modern Economics. The general problem of allocating resources to satisfy human wants. Markets and the price system in the American economy. Income and employment in the economy as a whole. Prerequisite for all other Economics courses.

ECONOMICS 103. (3)

Money and Banking. Analysis of fractional-reserve banking and the Federal Reserve System. The role of money in the economic system as reviewed by Keynesian and neo-classical monetary theory. Fiscal and monetary policy. Prerequisite, Economics 101.

ECONOMICS 201. (3)

Comparative Economic Systems. Resource allocation, income distribution, and economic growth under different institutional frameworks-market systems, command economies, and mixed economic systems. Both theoretical models and existing economic systems will be covered. Prerequisite, Economics 101.

ECONOMICS 203. (3)

General Economic History. The economic development of England from the Commercial Revolution through the Industrial Revolution. The international transmission of industrialization and capitalism, with particular emphasis on nineteenth century American experience. The main objective of the course is to form generalizations about the process of economic development. Prerequisite, Economics 101. Offered in alternate years.

ECONOMICS 204. (3)

Topics in American Economic History. Selected topics of special historical and economic significance are examined. Special attention is given to using theoretical and quantitative tools in examining the historical record. Prerequisite, Economics 101. Offered in alternate years.

ECONOMICS 205. (3)

History of Economic Thought. This class studies changing economic attitudes and

theories from the beginning of history to our own time, as related to other areas of social thought and to changes in economic organization. Aspects of contemporary interest are emphasized. Prerequisite, Economics 101.

ECONOMICS 208. (3)

Public Finance. Application of the theory of public choice to the allocation of economic resources. Description of the American system of public expenditures and taxes and analysis of the distributional and incentive effects. Prerequisite, Economics 101.

ECONOMICS 209. (3)

Topics in Political Economy. A study, using the methodology of economics, of the problems of poverty, education, and crime. The emphasis will be on adapting and applying the tools of economic analysis to what are often considered non-economic questions and employing the analysis to explore related public-policy problems. Prerequisite, Economics 101.

ECONOMICS 210. (3)

Economic Development. Theories of development mainly related to the underdeveloped economies. The role of capital investment, international trade, and foreign aid in economic growth. Case studies will be used. Prerequisite, Economics 101.

ECONOMICS 220. (3)

Corporation Finance. The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite, Economics 101.

ECONOMICS 301. (3)

Micro-Economic Theory. The theory of pricing of final products and factors of production. Comparison of resource allocation under competition and monopoly. Prerequisite, Economics 101.

ECONOMICS 303. (3)

Macro-Economic Theory. Classical, neo-classical, and Keynesian theories of income determination. Prerequisite, Economics 101.

ECONOMICS 350. (3)

Introduction to Industrial Organization and the Economics of Anti-Trust. An examination of the structure, conduct and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite, Economics 301.

ECONOMICS 360. (3)

International Economics. A study of the basis for international trade. The Balance of International Payments and Adjustment Mechanisms. Current problems related to the role of the United States in the world economy and international economic reform. Prerequisite, Economics 101. Suggested preparation, Economics 301 and 303. Offered in alternate years.

ECONOMICS 401. (3)

Topics in Intermediate Economic Theory. Applications and extensions of intermediate economic theory. Both macro-economics and micro-economics. Prerequisites, Economics 301 and 303.

ECONOMICS 485. (Variable credit)

Special Topics.

ECONOMICS 495. (Variable credit)

Independent Study.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101

ECONOMICS 301, 303

ECONOMICS 401, and 485 or 495

TWO ELECTIVE ECONOMICS COURSES

MATHEMATICS 101 - 102 - 103

MATHEMATICS 201 - 202

MATHEMATICS 205

With permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in economics, and exploring the areas of economics best illustrating the application of quantitative techniques.

ENGLISH

PROFESSORS SIMPSON, CRAWLEY; ASSOCIATE PROFESSOR ELMORE;
ASSISTANT PROFESSORS MARTIN, BAGBY.

The requirements for a major in English are 30 hours in English courses above the 100 level, including 201, 202, 301, 302, 303, 304, a genre course (novel, drama, poetry), a period course, and a major-author course other than Shakespeare. Majors are required to take at least one course in British history. At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the department of English; for current students this approval must be secured in advance, and for transfers and former students, it must be secured at entrance.

ENGLISH 105. (3)

Composition and Rhetoric. Both semesters. The course involves a study of the principles of composition in English and regular practice in writing, with attention to style, grammar, syntax, punctuation, and spelling.

ENGLISH 201, 202. (3, 3)

The History of English Literature. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed.

ENGLISH 203.

Epic Writing in English and American Literature. This study of the epic tradition in English and American literature begins with backward glances at *Beowulf* and *The Faerie Queene* and then proceeds to a careful consideration of Shakespeare's history plays (*Richard II*; *Henry IV, I and II*; *Henry V*; *Richard III*), Milton's *Paradise Lost* and *Paradise Regained* (selected passages), Fielding's *Tom Jones*, Pope's *Rape of the Lock*, Melville's *Moby-Dick*, and Whitman's *Leaves of Grass* (selected passages).

ENGLISH 204. (3)

Major American Authors on "The New Eden." Such writers as Hawthorne, Melville, Whitman, Thoreau, James, Frost, Fitzgerald, Faulkner, Stevens, and Baldwin are read. Organized thematically around the idea of America as a New Eden, the course is a literary and cultural look at the dreams which American authors have had for the land, and at what may have become of those dreams. Not offered in 1973-74.

ENGLISH 205. (3)

Utopian Literature. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with

concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell.

ENGLISH 206. (3)

Literature and Youth. A study of the *bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Melville, Dickens, Twain, Wolfe, Ellison, Hemingway, Salinger, and others. Not offered in 1973-74.

ENGLISH 207. (3)

Introduction to Drama. This course is designed for students interested in understanding plays in the context of an actual performance. Previous theatrical experience of a direct sort, such as acting or set-designing, is therefore very desirable. Plays to be read will be drawn from various periods and types. Scenes and perhaps even entire plays will be performed, with instruction in the basic elements of play production.

ENGLISH 208. (3)

European Novel. Readings in translation are chosen from such major European novelists of the nineteenth and twentieth centuries as Balzac, Camus, Dostoevsky, Flaubert, Gogol, Hesse, Jimenez, Kafka, Kazantzakis, Lagerkvist, Thomas Mann, Proust, Stendhal, and Tolstoy. Not offered in 1973-74.

ENGLISH 210. (3)

Introduction to Black Literature. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to black Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X).

ENGLISH 301, 302. (3, 3)

Shakespeare. The early comedies, histories, and tragedies, *Macbeth*, the Sonnets, *Venus and Adonis*, and the *Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist.

ENGLISH 303. (3)

American Literature to 1865. This is a general study of American literature from colonial times through the Civil War. While attention is given to the milieu, continuity, and development of our literature, the emphasis is upon major figures: Poe, Hawthorne, Melville, Emerson, and Thoreau. Appropriate critical approaches

other than the historical are utilized in considering the key works of these authors.

ENGLISH 304. (3)

American Literature since 1865. This is a continuation of English 303, covering the period from the Civil War to the present. Again, attention is given to the milieu, continuity, and development of our literature, with emphasis upon the following major figures: Whitman, Dickinson, Twain, Henry James, Crane, Dreiser, Frost, Eliot, and Faulkner. Appropriate critical approaches other than the historical are utilized in considering the key works of these authors.

ENGLISH 305. (3)

History of the English Language. This is a general introduction to the English language as the product of linguistic evolution from pre-Old-English to the present, as defined by modern linguistics. Special attention is given to the historically diagnostic features of the contemporary language, and to the development of American English and its dialects. Formal background in linguistics is not a prerequisite; the course provides a grasp of the concepts and techniques of descriptive and historical linguistics.

ENGLISH 307. (3)

Victorian Poetry. Three major Victorian poets, Tennyson, Browning, and Arnold, are studied in depth, with readings in such minor poets as Swinburne, the Rossettis, Fitzgerald, and Hardy.

ENGLISH 310. (3)

Modern British and American Poetry. This is a critical study of major poets of the twentieth century, such as Yeats, Pound, Eliot, Frost, Williams, Stevens, and Hughes; it is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers.

ENGLISH 311. (3)

The English Romantics. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, but with some attention also to the continuing struggle of "the Romantic imagination." Not offered in 1973-74.

ENGLISH 313. (3)

Metaphysical and Cavalier Poets. This is a survey and evaluation of the two major schools of poetry in England from about 1590 to about 1650, with emphasis on the founders of each, Donne and Jonson. Major representatives to be read include Herbert, Vaughan, Herrick, and Marvell.

ENGLISH 316. (3)

The Augustan Age. This course is a critical study of the major writers of the

eighteenth century, particularly Pope and Swift, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention also to drama, the novel, lyric poetry, and miscellaneous prose.

ENGLISH 317. (3)

Literature of the South. Representative Southern authors from colonial times to the present are read, with emphasis on the writers of the "modern renaissance." Characteristically Southern themes and point of view are stressed to show why the South uniquely produced a regional literature of international significance. Not offered in 1973-74.

ENGLISH 321. (3)

Literature of War. A study of major literary works concerning war, with special attention to the ways in which war has occasioned great literature. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of ancient, medieval, and renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, Vonnegut. Not offered in 1973-74.

ENGLISH 401. (3)

English Drama. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, renaissance, restoration, neoclassical, romantic, and Victorian periods.

ENGLISH 402. (3)

Modern Drama. European and American drama from 1880 to the present. Not offered in 1973 - 74.

ENGLISH 403. (3)

English Novel. The English novel is studied from its inception with Defoe and Richardson in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Bronte sisters, Dickens, Thackeray, Trollope, and Hardy.

ENGLISH 404. (3)

Modern British and American Novel. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck.

ENGLISH 406. (3)

Chaucer. *The Canterbury Tales, Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of

Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required.

ENGLISH 407. (3)

Milton. This is a study of all of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Not offered in 1973-74.

ENGLISH 408. (3)

Early English Literature in Translation. This is a study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings include *Beowulf*, *Sir Gawain and the Green Knight* and other chivalric romances, *Piers Plowman*, Gower's *Confessio Amantis*, Malory's *Morte Darthur*, mystery and morality drama, lyrics. Knowledge of Old English and Middle English is not required.

ENGLISH 410. (3)

Literary Criticism. This is a study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Not offered in 1973-74.

ENGLISH 412. (3)

Fitzgerald and the Aspirin Age. Most of F. Scott Fitzgerald's novels and major stories are read and critically evaluated in this course, along with those of other representative writers of the twenties and thirties (for example, Sinclair Lewis and John Dos Passos). Some knowledge of Hemingway and Faulkner is presupposed. The emphasis is on Fitzgerald as writer, with his life and his age forming an historical context.

ENGLISH 413. (3)

Hemingway: The Writer as Hero. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but the final emphasis is on the fiction, not the life.

ENGLISH 414. (3)

Faulkner Seminar. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Not offered in 1973-74.

ENGLISH 485. (1, 2, or 3 hours)

Special Topics. Studies in an author or group of writers, a genre, or a literary period. May be given either semester. Enrollment by consent of the instructor.

ENGLISH 495.

Independent Study. Readings or research under the supervision of a member of the English department. No student may receive credit for more than six hours of independent work.

FINE ARTS PROFESSOR THOMPSON

FINE ARTS 201 - 202. (3 - 3)

The History of the Fine Arts. This course is designed to promote the enjoyment of the fine arts—painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background information but is not a requirement. The course includes a spring trip to the Washington galleries. Open to upperclassmen.

FINE ARTS 203 - 204. (3 - 3)

Music Appreciation. Primarily a listening course. The aim is an increased familiarity with the world's great music, the major musical forms, and the outstanding composers. No special musical knowledge or ability is required. Open to upperclassmen. The work of the first semester or equivalent is a prerequisite for the second.

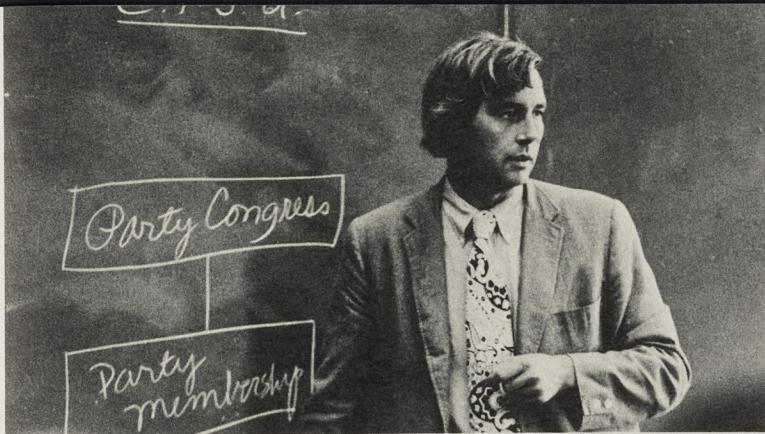
FINE ARTS 206. (3)

Western Art of the 19th and 20th Centuries. The painting, sculpture, and architecture of Europe and the Americas in the modern age. Recommended prerequisite: Fine Arts 202 or equivalent.

**GOVERNMENT AND PROFESSORS HOLLY, HUBARD; ASSOCIATE PROFESSOR MCCLELLAN.
FOREIGN AFFAIRS**

The requirements for a major in Government and Foreign Affairs are as follows:

A minimum of 30 semester hours in Government and Foreign Affairs, plus 6 semester hours in American or European history. Fifteen of the 30 hours in Government and Foreign Affairs should include Government 201 - 202, 301, and 203 or 204, and Foreign Affairs 205 or 206. Students who expect to enter graduate school in the fields of Government, Foreign



Affairs, or Political Science are urged to include economics, philosophy, statistics, calculus, and computer programming in their undergraduate work.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

GOVERNMENT 201 - 202. (3 - 3)

The American System of Government. A study of the theory and practice of national, state, and local government in the United States. The constitutional basis of the federal system, the power of the national government, the position of the states and their sub-divisions, and the scope of civil rights are studied, with frequent reference to leading Supreme Court decisions and other primary sources. After the structure of the federal government and its broadening area of functions and services have been considered, the course concludes with an examination of state and local government.

GOVERNMENT 203 - 204. (3 - 3)

Comparative Government. The first semester includes an analysis of the British parliamentary system and concentrates on constitutional development, party politics, and British public policy. The second semester is devoted to a comparative analysis of the French, German, Italian, and Soviet systems.

GOVERNMENT 301. (3)

Introduction to Political Philosophy. An inquiry into the fundamental issues of politics since the founding of political science by Plato and Aristotle. Topics of study include the origin of the State, Natural Law and Natural Rights, Sovereignty, Rule of Law, Liberty, Equality and Justice, with special attention to the various methods of approach to the study of Political Science. Not open to freshmen.

GOVERNMENT 302. (3)

The American Political Tradition. A survey of the major documents, both public and private, that have shaped American political speculation. Special attention is given to the ideas contained in the Declaration of Independence and to the general principles of the American political system as set forth in the Constitution and *The Federalist*. Among the issues examined is the Natural Law-Natural Rights controversy of the late 18th and early 19th centuries, which later gave rise to the present-day conflict between Conservatism and Liberalism. Prerequisite: Government 201.

GOVERNMENT 401 - 402. (3 - 3)

American Constitutional Law. In the light of changing political, social, and economic problems in the United States, this study follows the development of the American Constitution through judicial interpretation. The primary basis of

study will be Supreme Court cases showing (a) the extent of national power, (b) the constitutional limitations upon state governmental action, (c) the protection of individual liberties, and (d) the nature of the judicial process in the American system of government. Prerequisite: Government 201 - 202.

GOVERNMENT 403 - 404. (0 - 6)

Introductory Survey of Law. The course is designed to give students (1) a practical and cultural appreciation of the place of the law as an institution in modern society, (2) an insight into those principles of law which underlie our free economy and serve as guides to business, and (3) an understanding of the increasing role of government in the economy. Prerequisite: Government 201 - 202 or Economics 101.

GOVERNMENT 407 - 408. (3)

History of Political Philosophy. A survey of classical and modern political thought, concentrating on the works of the great political thinkers who have figured most prominently in the development of the Western political tradition and the modern rebellion against it. Prerequisites: Government 301 recommended.

GOVERNMENT 412. (3)

Seminar in Recent Political Thought. An intensive examination of the leading studies in political thought by contemporary scholars, emphasizing the recent contributions of Leo Strauss, Eric Voegelin, Hannah Arendt, Bertrand de Jouvenel, Michael Oakeshott, and the modern schools of New Conservatism and the New Left. Open to juniors and seniors only. Offered in alternate years. Prerequisites: Government 301 or Philosophy 401 with the permission of the instructor.

GOVERNMENT 414. (3)

Seminar in Civil Liberties. An intensive examination of Supreme Court decisions dealing primarily with the Bill of Rights and the Reconstruction Amendments, with special attention to recent developments in the modern Court. Open to juniors and seniors only. Offered in alternate years. Prerequisites: Government 201 - 202, 401 - 402.

FOREIGN AFFAIRS 205 - 206. (3 - 3)

International Relations. The first semester includes a study of various concepts and theories of international relations. The second semester presents a survey of the international relations of various regions: Latin America, Western Europe, the Communist bloc, the Far East, South and Southeast Asia, the Middle East, and Africa.

FOREIGN AFFAIRS 307. (3)

The Far East in World Affairs. An area study of the Far East to outline the

principal historical, cultural, economic, sociological, and strategic factors which have influenced its role in the international community. Not open to freshmen.

FOREIGN AFFAIRS 310. (3)

American Foreign Policy. An analysis of the national interest, national objectives, and role of the United States in the international community. Included is a study of the diplomatic process and the role of the Executive Branch in the formulation of national policy. Prerequisite: Government 201 - 202, or Foreign Affairs 205 - 206, or permission of the instructor.

FOREIGN AFFAIRS 311 - 312. (3 - 3)

Comparative Foreign Policy. Comparative analysis of the foreign policies of the major powers, with emphasis on the factors influencing the formation of policy and relationship to the international system. First semester: the major powers of Western Europe. Second semester: the Communist bloc and non-western powers. Prerequisites: Foreign Affairs 203 - 204, or 205 - 206.

FOREIGN AFFAIRS 405. (3)

International Law and Organization. A study of the legal and organizational structure of the international system; the processes and forms of international order. Prerequisite: Foreign Affairs 205 - 206.

FOREIGN AFFAIRS 406. (3)

World Political Geography. A study of the major political problems of the world related to geographic factors. A comprehensive survey of the geographic components entering into the formation of national policies and strategies. Offered in alternate years. Not open to freshmen.

FOREIGN AFFAIRS 410. (3)

Seminar in International Relations. An intensive examination of critical problem areas. One phase of the seminar will be devoted to an exercise in simulation. Offered in alternate years. Prerequisites: Foreign Affairs 205 - 206, 311 - 312, or approval of instructor.

HISTORY

PROFESSOR BLISS; ASSISTANT PROFESSORS LAINE, HEINEMANN, SIMMS, FITCH.

The requirements for a major in History are 30 hours in history courses, including History 101 - 102 and 500. Of these 30 hours, 12 must be in the field of United States history and 12 in any field outside United States history; 24 hours of the required 30 must be taught by members of the history family. In addition, history majors must take any one course (3 hours) in each of the fields of Political Science, Economics, and

Philosophy.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History Department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

HISTORY 101 - 102. (3)

Western Civilization. The study of Western Civilization from the Renaissance and Reformation to the present century with emphasis on those movements and institutions which have determined the form of the contemporary Western World. This course should be taken in the freshman or sophomore year. It is a natural sequel to Western Man 101-102.

HISTORY 103. (3)

Topics in American History. A one semester course on the American experience concentrating on the major ideas, movements, and men. A topical or thematic approach will be used rather than the traditional chronological method. Open to freshmen only.

HISTORY 104. (3)

Freshman Seminar in American History. A seminar investigating a selected topic in American history, utilizing outside readings, student papers, and class discussions. Open to freshmen only.

HISTORY 201 - 202 (3 - 3)

United States. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War with emphasis on the period following 1763, especially the years 1830 - 1860. The second semester begins with Reconstruction and ends with the New Deal, with emphasis on the rise of Progressivism.

HISTORY 205. (3)

Colonial America. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution.

HISTORY 206. (3)

The Age of the American Revolution. A study of the causes of the Revolution, the waging of the War for Independence, the Confederation period, the making of the Constitution, and the formative years of the Republic.

HISTORY 207 - 208. (3 - 3)

Civil War and Reconstruction. The United States from the War of 1812 to the Compromise of 1877. The first semester covers the awakening of American Nationalism, Jacksonian Democracy, Manifest Destiny, and the origins of the Civil War. The War and Reconstruction comprise the second semester.

HISTORY 209 - 210. (3 - 3)

Modern America. The United States since the end of Reconstruction. The triumph of the industrial system, the Progressive movement, and World War I are covered in the first semester. The Twenties, the New Deal, World War II and its aftermath are major topics of the second.

HISTORY 302. (3)

Medieval Civilization. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Not offered in 1973-74.

HISTORY 303 - 304. (3 - 3)

Spanish-American Civilization. See Modern Languages.

HISTORY 305 - 306. (3 - 3)

Spanish Civilization. See Modern Languages.

HISTORY 307 - 308. (3 - 3)

The Far East. The impact of the West on East Asia and the resulting response of Asia to the Western invasion. Special emphasis is given to China—the traditional Chinese culture, society, and institutions, the influence of Chinese civilization on surrounding countries, the growth of nationalism in China, the Japanese invasion of China, and the rise to power of the Chinese Communists. 308 begins with the 1911 revolution in China.

HISTORY 309. (3)

French Civilization. See Modern Languages.

HISTORY 311 - 312. (3 - 3)

Russian History. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present.

HISTORY 313. (3)

United States Diplomatic History. A survey of American diplomacy from the Revolution to the present with in-depth analysis of the events since 1898 which have determined the present position of the United States in world affairs.

HISTORY 315 - 316. (3 - 3)

American Intellectual, Social, and Cultural History. This course will emphasize the influence of ideas on American History as well as the development of a peculiar national character and culture. Special treatment will be given the Puritan legacy, the ideological origins of the Revolution, the development of democracy, the reform tradition, and the contributions of ethnic minorities. The course divides at the Civil War.

HISTORY 317. (3)

The Negro in America. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis will be given to the institutions of slavery and segregation, Black leadership, and the present racial crisis.

HISTORY 319 - 320. (3 - 3)

England and the British Empire. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660.

GREEK HISTORY 321. (3) See Classical Studies.

ROMAN HISTORY 322. (3) See Classical Studies.

HISTORY 401 - 402. (3 - 3)

The Twentieth Century World. The first semester is a study of the international scene between 1918 and 1945, with emphasis on conditions leading to the outbreak of World War II. The second semester is essentially concerned with the origins of tension between East and West blocs, with particular emphasis on developments in the Near East, Africa, and Asia.

HISTORY 405 - 406. (3 - 3)

Europe from 1815 to the present. A study of Europe from 1815 to the Cold War with the demarcation point being the outbreak of World War I. Special emphasis will be placed on industrialism, nationalism, socialism, and the background, circumstances, and causes of the two world wars.

HISTORY 407. (3)

Tudor and Stuart Britain. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the

constitutional development. Prerequisite: History 319 - 320 or the permission of the instructor.

HISTORY 408. (3)

The Age of Humanism and Reformation. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation.

HISTORY 410. (3)

Studies in Twentieth Century America. A seminar investigating selected topics in Twentieth Century American life and politics, utilizing outside readings, student papers, and class discussions.

HISTORY 495. (1, 2, 3 hours)

Independent Study. Supervised reading and research in selected topics. Open to juniors and seniors having an overall academic average of B.

HISTORY 500. (3)

Senior Thesis. All history majors will be required to write in either term of their senior year a thesis. An exercise in research and advanced composition, the thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History Department in selecting, researching, and writing his essay.

FACULTY OF THE DEPARTMENTS OF CLASSICS, ENGLISH, FINE ARTS, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY.

HUMANITIES

The requirement for the Humanities Major is 54 semester hours' work as follows:	
a) English	12 semester hours
200 level and above	
b) Foreign Languages	18 semester hours
200 level and above in two languages	
one ancient, one modern	
c) Philosophy 301 - 302	6 semester hours
d) Fine Arts 201 - 202 or 203 - 204	6 semester hours
e) History	9 semester hours
Ancient, 3 semester hours	
Medieval, 3 semester hours	
Additional, 3 semester hours	
f) Advanced English, Foreign Language, Philosophy, or thesis	3 semester hours

INTERSCIENCE **FACULTY OF THE DEPARTMENTS OF BIOLOGY, CHEMISTRY, MATHEMATICS, AND PHYSICS.**

Students may satisfy the requirements for the Interscience Major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

Biochemistry

BIOLOGY: 103-153 (General and Laboratory), 220 (Microbiology), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology); either 222 (Morphogenesis) or 322 (Comparative Vertebrate) or 321 (Developmental) or 342 (Plant Physiology). Total: 24-25 hours.

CHEMISTRY: 101-102-151-152 (Concepts and Laboratory), 201-202-251-252 (Organic), 302 (Physical Chemistry II), 311 (Biochemistry). Total: 22 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Introductory Calculus). Total: 12 hours.

Biophysics

BIOLOGY: 103-154 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 222 (Morphogenesis) or 220 (Microbiology) or 342 (Plant Physiology). Total: 20-21 hours.

PHYSICS: 111-112-113-151-152 (General Physics and Laboratory), 106 (Optics), 212 (Electronic Instrumentation), 213 (Radiation Physics), 311 (Biophysics). Total: 24 hours.

OTHER: Chemistry 101-102-151-152 (Concepts and Laboratory); either Chemistry 201-251 (Organic) or Mathematics 101 (Introductory Calculus). Total: 12 hours.

Chemical Physics

CHEMISTRY: 101-102-151-152 (Concepts and Laboratory), 301-302-351-352 (Physical Chemistry and Laboratory), 411 (Physical Chemistry III). Total: 21 hours.

PHYSICS: 111-112-113-151-152 (General and Laboratory), 201 (Mechanics); either 202 (Electricity and Magnetism) or 212 (Electronic Instrumentation); either 211 (Computer-based Physics) or 303 (Thermodynamics); 312 (Crystallography) and 311 (Biophysics). Total: 26 hours.

OTHER: Mathematics 101 (Analysis I), and either Mathematics 102 (Analysis II)

or Computer Science 205 (Introduction to Computing). Total: 7-8 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherency of the course of study.

Other Interscience Programs

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the three following distribution requirements: Either a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined; or c) 42 hours in Mathematics and Physics combined. The course of study must form a coherent program, and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Registrar at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherency of the course of study.

ASSOCIATE PROFESSOR SELDEN; ASSISTANT PROFESSORS ALEXANDER, DUNCAN, ESPIGH, FRANKE, GASKINS.

MATHEMATICS AND COMPUTER SCIENCE

The requirements for a major in mathematics are a minimum of 37 semester hours in mathematics courses including Mathematics 101, 102, 201, 202, 301, 302, 401, plus electives totaling at least 12 semester hours selected from mathematics courses at the 200 level or higher. Subject to prior approval by the department, not more than one advanced level course (3 semester hours) from another discipline employing extensive applications of mathematics, may be substituted for one *elective* course in mathematics.

The Computer Science Option consists essentially of a major in Mathematics with additional elective courses selected from the field of computer science. Students planning advanced work in computing are advised to take Mathematics courses 101, 102, 201, 202, 301, 302, 308, 401 and at least two of Mathematics 303, 306, 309, 310, 402. In addition, the following Computer Science courses should be included: Computer Science 205, 206, 311, 312, 409, and 410. Students interested in pursuing the Computer Science Option are advised to consult with a member of the Computer Science faculty no later than the second semester of his freshman year.

MATHEMATICS 100. (4)

Elementary Functions. Review of some topics in algebra and trigonometry. Algebraic and transcendental functions, graphs, introductory topics in analytics and limits. This course is designed as a pre-calculus course for those students planning to take calculus but who lack sufficient preparation to enter Math 101. (Math 100 *may not* be used to satisfy the distribution requirement in the natural sciences.) (Offered both semesters.)

MATHEMATICS 101. (4)

Analysis I. Introductory Calculus. (Offered both semesters.)

MATHEMATICS 102. (4)

Analysis II. Multivariable Calculus. Prerequisite, Math 101 or equivalent, or advanced placement examination. (Offered both semesters.)

MATHEMATICS 103. (4)

Statistics. Introduction to Probability and Statistics. (Offered both semesters.)

MATHEMATICS 104. (4)

Mathematics for Business Management. Modern mathematical concepts and structures as applied to business management.

MATHEMATICS 201. (4)

Linear Algebra. Matrices, vectors, transformations and linear operators. Emphasis will be placed on development of computational tools. Prerequisite, Math 102.

MATHEMATICS 202. (4)

Analysis III. Theory and techniques of calculus and differential equations. Prerequisite, Math 102 or advanced placement examination.

MATHEMATICS 203. (4)

Statistical Methods. Organizing, conducting, and analyzing experiments with emphasis on data analysis using both parametric and non-parametric methods. Prerequisite, Math 103 or consent of the instructor.

MATHEMATICS 301. (3)

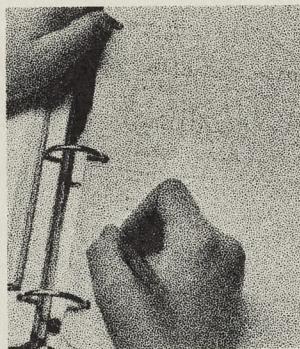
Analysis IV. Advanced multivariable calculus. Prerequisite, Math 202.

MATHEMATICS 302. (3)

Algebraic Structures I. Sets, rings, integral domains, fields and groups. Prerequisite, Math 201.

MATHEMATICS 303. (3)

Algebraic Structures II. Continuation of Mathematics 302.



MATHEMATICS 304. (3)

Complex Analysis. An introduction to the theory of complex variables. Prerequisite, Math 301.

MATHEMATICS 305. (3)

Geometry. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite, Math 102.

MATHEMATICS 306. (3)

Topology. Elementary topological concepts. Prerequisite, Math 301 and 302.

MATHEMATICS 307. (3)

Number Theory. An introduction to the theory of numbers. Prerequisite, Math 302.

MATHEMATICS 308. (3)

Numerical Analysis. Solutions to problems of analysis by numeric methods and study of error in numeric processes. Prerequisite, Math 201 and Computer Science 205.

MATHEMATICS 309. (3)

Applied Mathematics. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisite, Math 201 and 301.

MATHEMATICS 310. (3)

Probability and Statistics. Theory of probability and statistics. Prerequisite, Math 102 and 103.

MATHEMATICS 401 - 402. (3 - 3)

Real Analysis. An introduction to the theory of real variables. Prerequisite, Math 301 and 302.

MATHEMATICS 403 - 404. (3 - 3)

Mathematics Seminar. A seminar course of selected topics in mathematics. Admission by consent of the department.

COMPUTER SCIENCE COURSES

COMPUTER SCIENCE 205. (3)

Introduction to Computing. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging and documenting of programs. Discussion of organization and characteristics of hardware and software systems.

COMPUTER SCIENCE 206. (3)

Computers and Programming. Computer structure with reference to programming applications of the structure. Machine and assembly language programming concepts will be discussed with exercises, illustrating the discussions, given on available computing systems. Prerequisite, Computer Science 205.

COMPUTER SCIENCE 311. (3)

Introduction to Information Structures. Selected topics in discrete mathematics to include Boolean Algebra, Propositional Logic, and Graph Theory. Description of data bases and their structure, sorting and searching of information from files, referencing and processing techniques based on structure. List processing, content addressing and cross-referencing of files. Prerequisite, Computer Science 206.

COMPUTER SCIENCE 312. (3)

Programming Languages. Formal definition of programming languages to include specification of syntax and semantics. Comparative studies of algorithmic, list processing, string manipulation, simulation, and algebraic manipulation languages. Prerequisites, Computer Science 206.

COMPUTER SCIENCE 409. (3)

Computer Organization. Discussion of computer hardware and its design, with emphasis on the means by which machines can be constructed to serve a given application. Prerequisite, Computer Science 206 and 312.

COMPUTER SCIENCE 410. (3)

Systems Programming. Study of construction of software to handle the operation of a computing system. Topics covered include batch processing systems, multiprogramming and multiprocessor systems and addressing techniques. Prerequisite, Computer Science 311, 312, and 409.

COMPUTER SCIENCE 411. (3)

Compiler Construction. Study of techniques required in the analysis of a source language and its conversion to efficient object code. Design of simple compilers. Prerequisite, Computer Science 410.

COMPUTER SCIENCE 412. (3)

Advanced Topics in Computer Science. Selected topics in computer science and numerical mathematics to be determined by the interests of the class. Prerequisite, Computer Science 411.

The requirements for a major in French are 18 hours in French courses including French 301 - 302; Fine Arts 202; and ancient or another modern language (foreign) through 202; and 12 hours at the 400 level.

The requirements for a major in Spanish are 18 hours in Spanish courses including Spanish 301 - 302; Fine Arts 202; Latin 101 - 102 (or equivalent) or another modern foreign language through 202; and 12 hours at the 400 level.

For a concentration in two modern languages the student must complete in each language a one-year course at the 400 level.

FRENCH 101 - 102. (0 - 6)

FRENCH

Introduction to French. Grammar, reading, and drill in pronunciation. Credit toward satisfaction of the language requirement only if followed by French 201 - 202. Laboratory.

FRENCH 201 - 202. (0 - 6)

Intermediate French. A balanced course with emphasis on reading. Prerequisite, French 101 - 102 or two years of high-school French. Laboratory.

FRENCH 301 - 302. (3 - 3)

Modern French Literature. A survey of French literature from the French Revolution to the present; representative readings from major works. A considerable amount of outside reading is done in this course. Prerequisite, French 201 - 202, or its equivalent.

FRENCH 308. (3)

Masterpieces of French Literature (in English). An introduction to world literature of French origin for elective credit in humanities. The course will be conducted in English and most reading matter will be in English. Prerequisite, French 202 or approval of the professor.

FRENCH 309. (3)

French Civilization. A survey of the way of life of the French, based upon history, culture, and institutions. The course will be conducted in English and most reading matter will be in English. Prerequisite, French 202 or approval of the professor.

FRENCH 401 - 402. (3 - 3)

French Civilization. A study in French of the history, geography, art, architecture, customs, manners, and government of France. French will be used regularly in the recitations. Sources studied include literary works, historical accounts, factual compilations, and current periodicals. Prerequisite, French 301 - 302 or permission of the instructor. Will not be offered in 1972 - 73.

FRENCH 403 - 404. (3 - 3)

French Literature Before the Revolution. First semester: from the earliest period to 1715. Second semester: the 18th century. Prerequisite, French 301 - 302. Will not be offered in 1972 - 73.

FRENCH 407 - 408. (3 - 3)

French Literature of the Twentieth Century. A study of the outstanding authors and literary genres of the period. Prerequisite, French 301 - 302.

FRENCH 485. (1, 2, or 3 hours)

Special Topics in French. Intensive study under guidance of a senior professor of French in a subject area of French studies more advanced or more specialized than class listings. Departmental approval required.

FRENCH 495. (1, 2, or 3 hours)

Independent Study in French. An individually prepared plan for independent learning in French studies either on campus or abroad. Plan must be approved in advance by the senior French professor and results will be shown by examination or study report. This course is typically for senior honors or senior thesis. Departmental approval required.

GERMAN

GERMAN 101 - 102. (0 - 6)

Introduction to German. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Credit toward satisfaction of the language requirement only if followed by German 201 - 202. Laboratory.

GERMAN 201 - 202. (0 - 6)

Intermediate German. The transition to more difficult reading material is effected as easily and yet as rapidly as possible. A systematic review of grammar is made. Prerequisite, German 101 - 102 or two years of high school German. Laboratory.

GERMAN 301 - 302. (3 - 3)

Survey of German Literature. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite, German 201 - 202, or its equivalent.

GERMAN 485. See French 485.

GERMAN 495. See French 495.

SPANISH 101 - 102. (0 - 6)

Introduction to Spanish. The elements of grammar, composition, and pronunciation. Credit toward satisfaction of the language requirement only if followed by Spanish 201 - 202. Laboratory.

SPANISH**SPANISH 201 - 202. (0 - 6)**

Intermediate Spanish. A review of grammar will be covered. Oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Prerequisite, Spanish 101 - 102 or two years of high school Spanish. Laboratory.

SPANISH 301 - 302. (3 - 3)

Nineteenth and Twentieth Century Literature. A survey course of Spanish literature from the beginning to the present with emphasis on the Nineteenth and Twentieth Centuries. There will be outside readings. Prerequisite, Spanish 201 - 202, or its equivalent.

SPANISH 303 - 304. (3 - 3)

Spanish-American Civilization. A survey of the history and culture of Spanish America. To be taught in English. Prerequisite, Spanish 201 - 202 or approval of the professor.

SPANISH 305 - 306. (3 - 3)

Spanish Civilization. History and culture of peninsular Spain. To be taught in English. Prerequisite, Spanish 201 - 202 or approval of the professor.

SPANISH 401 - 402. (3 - 3)

Latin American Literature. The study of Spanish-American literature and civilization from the colonial period to the present day. A part of the course will be devoted to advanced grammar and conversation. Alternates with Spanish 403 - 404. Will not be given in 1972 - 73. Prerequisite, Spanish 301 - 302 or permission of the instructor.

SPANISH 403 - 404. (3 - 3)

Spanish Literature before 1700. This course will survey the development of Spanish literature from its beginning to the eighteenth century. However, most of the work in class will be limited to the study of the Spanish Epic, the Picaresque Novel, Cervantes, and the Siglo de Oro drama. Outside readings will be required. Alternates with Spanish 401 - 402. Prerequisite, Spanish 301 - 302.

SPANISH 485. See French 485.

SPANISH 495. See French 495.

PHILOSOPHY ASSISTANT PROFESSORS IVERSON, SCHRAG.

The requirements for a major in Philosophy are Philosophy 201, 301 - 302, 303, 308, and an additional 12 hours in Philosophy courses.

PHILOSOPHY 201. (3)

Logic. An introduction to the fundamentals of correct reasoning which will include a survey of informal fallacies, the traditional syllogism, and symbolic logic.

PHILOSOPHY 202. (3)

Problems of Philosophy. An introduction to philosophical thinking through a selection of problems such as Meaning, Knowledge, Truth, Justice, Freedom, Revolution, Man, and God. Open to freshmen.

PHILOSOPHY 301 - 302. (3 - 3)

History of Philosophy. A study of the major thinkers of Western thought from the Greeks to the nineteenth century with attention given to their cultural context. Open to qualified sophomores.

PHILOSOPHY 303. (3)

Contemporary Philosophy: Pragmatism and the Analytic Tradition. A survey of the major American and British Philosophers.

PHILOSOPHY 304. (3)

Ethics. The principal ethical theories; problems such as Divorce, Suicide, Birth Control, Censorship, Punishment.

PHILOSOPHY 305. (3)

Philosophies of History. A philosophical analysis of the various theories of history such as cyclical, providential, progressive, eschatological, idealist, and positivist.

PHILOSOPHY 306. (3)

Social Philosophy. The philosophical bases of contemporary socio-political structures; social problems including Civil Disobedience, Leisure and Sports, War, Equality, Justice, Mass Man and Technocratic Man.

PHILOSOPHY 307. (3)

Philosophy of Religion. A study of the major issues and men in contemporary reflection on religion.

PHILOSOPHY 308. (3)

Contemporary Philosophy: Existentialism and Phenomenology. A survey of the major Continental Philosophers.

PHILOSOPHY 485. (3)

Special Topics. An intensive examination of a major philosophical writing or an extended study of one of the following men: Kierkegaard, Nietzsche, Heidegger, Whitehead, or Wittgenstein. The topic changes each year. Prerequisite, permission of the instructor.

PHILOSOPHY 495. (1, 2, or 3 hours)

Independent Study. Special study of some classical or contemporary school or philosopher. Permission of the department.

MR. BURRELL.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 301. (2)

The purpose of this course is to give training in the coaching of football, basketball, baseball, wrestling, and track to those men who expect to coach after graduation. Men who expect to teach in secondary schools will find the course valuable, as oftentimes they are called on to coach one or more sports. The course will require two scheduled lecture periods per week and attendance at the various varsity practices. Elective only for juniors and seniors.

HEALTH EDUCATION 303. (2)

A survey of the basic principles of good health. A study of physiology, anatomy and various diseases. Elective for juniors and seniors.

Only two hours of credit in Physical Education are allowed toward the satisfaction of the 123 hours required for a degree.

PROFESSORS JOYNER, MAYO; ASSOCIATE PROFESSOR KIESS; PHYSICS
ASSISTANT PROFESSOR BEARD.

The requirements for a degree in physics are Physics 111-112-113, 151-152, plus additional hours to total 32 and Math 101 - 102. Physics 101, 102, 105 will not count toward the major.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should take Physics 201, 202, 251, 252, 301, 302, 303, 304, 351, 352, 401, 402.

Students who plan to teach or pursue careers in business or industry involving applications of physical principles should take 103, 104, 106, 211, 212, 213, 251, 252, 311.

PHYSICS 101. (3)

Planetary Astronomy. Study of the evolution of the Galilean-Newtonian model of the solar system, satellites, planets, comets, meteors, and astronomical instruments. Two recitations and one laboratory per week.

PHYSICS 102. (3)

Stellar Astronomy. A study of stellar properties, the sun, star clusters, galaxies, stellar evolution and cosmology. Two recitations and one laboratory per week.

PHYSICS 103. (3)

Basic Electricity. Introduction to DC and AC circuits, test equipment, and motors. Two lectures and one lab.

PHYSICS 104. (3)

Basic Electronics. A basic introductory course emphasizing practical applications to real situations. Prerequisite: Physics 103. Two lectures and one lab.

PHYSICS 105. (3)

Environmental Physics. A look at the physical aspects of transportation, education, pollution, energy and natural resources, weapons and communication. Two lectures and one lab.

PHYSICS 106. (4)

Optics. This course is intended to acquaint the student with the subject of light and optics as a discipline within the physical sciences. Practical aspects will be emphasized, including telescopes, microscopes, cameras, photography, lasers, analysis of spectra, and the science of color. Laboratory work will be oriented toward individual projects and class demonstrations. The level of the course is elementary.

PHYSICS 111 - 112 - 113. (3 - 3 - 3)

General Physics. A survey of classical and modern physics. Elementary calculus is used. A student who is enrolled in Physics 111 must have taken Math 101 or must be taking it concurrently. This sequence of courses is recommended for science majors and students who plan to apply to medical school. Physics 111: Mechanics and Heat; Physics 112: Electricity, magnetism, and Relativity; Physics 113: Optics and Modern Physics. Corequisites to Physics 111 - 112: Physics 151 - 152.

PHYSICS 151 - 152. (1 - 1)

General Physics Laboratory. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure.

PHYSICS 201. (3)

Mechanics. Particle dynamics is treated with particular emphasis on harmonic motion, motion in a central force field, and the two body problem.



PHYSICS 202. (3)

Electricity and Magnetism. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations.

PHYSICS 211. (3)

Computer-based Physics. A topical study of physical systems amenable to treatment by techniques employing the digital computer. Particular attention is paid to trajectories, orbits, vibrating systems, and fluids, as well as several systems requiring application of Fourier synthesis. The major emphasis is upon the writing and running of programs, and the analysis of results. Three recitations per week; individual work substituted as required. Prerequisite: Computer Science 205.

PHYSICS 212. (3)

Principles of Electronic Instrumentation. A study of the basic principles of operation of electronic instruments. Particular attention is devoted to medical applications where appropriate. Three recitations per week.

PHYSICS 213. (3)

Radiation Physics. A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab.

PHYSICS 251 - 252. (1 - 1)

Intermediate Laboratory. A laboratory survey of important mechanical and electrical topics.

PHYSICS 301 - 302. (3 - 3)

Quantum Mechanics. The physical foundations for the quantum theory are studied. Schrödinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state.

PHYSICS 303. (3)

Thermodynamics and Statistical Physics. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics.

PHYSICS 304. (3)

Wave Properties and Optics. After a brief survey of geometrical optics, the properties of waves common to the entire electromagnetic spectrum are treated.

PHYSICS 311. (3)

Introduction to Biophysics. A study of physical, energetic, and statistical relations in cellular processes, enzyme kinetics, action spectra and photosynthesis, molecular structures, the electrical behavior of nerve and muscle, and the absorption of electromagnetic and ultrasonic energy. Three recitations per week.

PHYSICS 312. (3)

Introduction to Crystallography. Topics include single crystal growth, mounting, and orientation, space group determination, analysis of Laue, powder, Weissenberg, and precession patterns, and techniques used in structure determination by x-ray diffraction. Three recitations per week; individual work substituted as required.

PHYSICS 351 - 352. (2 - 2)

Advanced Laboratory. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments.

PHYSICS 401 - 402. (3 - 3)

Theoretical Physics. Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory.

PHYSICS 403. (3)

Solid State. An introduction to the theory of the solid state.

PHYSICS 404. (3)

Nuclear Physics. A theoretical study of nuclear models, reactions, and radiation. Utilizes quantum concepts. Prerequisite: Physics 301.

PHYSICS 451. (3)

Research Participation. A continuation of Physics 352.

PHYSICS 485. (1, 2, 3)

Special Topics. The study of one or more areas of physics not previously covered. Topics selected according to interests of students and staff.

PHYSICS 495. (1, 2, 3)

Independent Study. The study of one or more areas of physics not previously covered. Students must exhibit a high capability for independent study in order to qualify for admission to the course.

PSYCHOLOGY

PROFESSORS ORTNER, SIMES; ASSISTANT PROFESSORS DEWOLFE, HUGHES.

The requirements for a major in Psychology are thirty-three hours. These must include Psychology 203 and 403 and a course in Statistics. The remaining twenty-three hours may be all in Psychology. Or, with the

approval of the department, up to ten hours of zoologically oriented Biology courses at the 200, 300, or 400 level may be substituted for Psychology courses.

Unless otherwise specified, all 300 level courses in Psychology are open to students who have had one 200 level course in Psychology.

PSYCHOLOGY 201. (3)

Introduction to Human Behavior. This course focuses upon those aspects of human behavior which the well-educated citizen might find most directly relevant. Topics include the development, description, and measurement of the normal and abnormal adult human being, his functioning individually and in groups, and methods of modifying his behavior and attitudes. No prerequisites.

PSYCHOLOGY 202. (3)

Developmental Psychology. A first course in Psychology which treats normal human development throughout life but with especial emphasis on childhood and adolescence. This course will satisfy part of the requirement for teacher certification in Virginia. Prerequisite: Biology 103. Not open to first-semester freshmen.

PSYCHOLOGY 203. (4)

Experimental Psychology. The experimental method and its application to such psychological processes as sensation, perception, motivation, and learning. Emphasis will be given to theory formulation, experimental design, and research techniques. No prerequisites. It is suggested that this course follow Psychology 201.

PSYCHOLOGY 302. (3)

Psychological Tests and Measurements. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a more detailed examination of the more significant intelligence, aptitude, attitudinal, interest, and personality tests currently in use.

PSYCHOLOGY 304. (3)

Psychology of Personality. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, and self approaches will all be studied and appraised. Also open to junior and senior majors in the Social Sciences.

PSYCHOLOGY 306. (3)

Social Psychology. The analysis of attitude formation and change, social behavior, group interaction and leadership; propaganda and public opinion; crowd behavior; social conflict. Open to junior and senior majors in the Social Sciences.

PSYCHOLOGY 308. (3)

Physiological Psychology. Survey of physiological aspects of behavior with special emphasis on the brain and central nervous system. Also open to Biology or pre-medical majors with the consent of their department chairmen. Prerequisite or corequisite: Biology 103.

PSYCHOLOGY 309. (3)

Abnormal Psychology. Description of abnormal behavior; introduction to psychopathology. Prerequisite: Psychology 308.

PSYCHOLOGY 310. (3)

Industrial Psychology. Employment psychology; the psychologist's role in training in industry and business; man's relationship to his work environment, to machines, and to his fellow-workers; consumer psychology; the psychological aspects of international relations; the psychologist in industrial negotiations. No prerequisites.

PSYCHOLOGY 312. (3)

Psychology of Learning. A study of different theories of learning with special emphasis upon experimental findings and application of learning theories to practical problems in human learning.

PSYCHOLOGY 403. (3)

History and Systems of Psychology. Structuralism, functionalism, behaviorism, Gestalt psychology, psycho-analysis, and other schools of psychology. Open to senior psychology majors.

PSYCHOLOGY 405. (3)

Introduction to Counseling. An introductory course dealing with the methods and techniques of counseling, and representative approaches to counseling theories, and professional problems in counseling. Prerequisites or corequisites: Psychology 302, 304, 308, 309.

PSYCHOLOGY 409. (3)

Introduction to Clinical Psychology. The clinical interview and case record; personality measurement; introduction to projective techniques; clinical practice; approaches to treatment; clinical research. Prerequisites: Psychology 302, 304, 308, 309, and 405.

PSYCHOLOGY 410. (3 - 6)

Clinical Practicum. Application of the clinical method. Students work in an agency, administering individual tests, counseling clients, writing reports, and carry a light load under the direct supervision of a clinical psychologist. Offered to selected senior Psychology majors. Prerequisites: Psychology 302, 304, 308, 309, 405, 409.

PSYCHOLOGY 485. (3)

Special Topics in Psychology. From time to time, seminars will be offered covering a variety of topics such as perception, sensation, motivation, human learning, cognitive processes, culture and personality, psychology in literature, psychology in religion, individual testing, and great psychologists. Open to junior and senior psychology majors.

PSYCHOLOGY 495. (3)

Independent Study in Psychology.

SOCIOLOGY 201. (3)

Introductory Sociology. An introductory course designed to acquaint the student with the study of sociology as one of the sciences concerned with man in his relationships with the members of the group and with the physical world in which he lives. The methods and objectives of sociological research, the varying patterns of social organizations, and the study of society and culture as related to individual and group behavior are included in the course. Open to all students.

The Western Man program involves faculty members from various departments, and consists of courses which bridge traditional departmental divisions, and which deal with issues and with areas of knowledge of general human concern. Faculty members participate jointly in teaching certain courses.

The introductory courses (Western Man 101-102, 201-202) study the great books and great ideas of the Western tradition, and include attention to history, philosophy, religion, literature, the arts, and political and economic thought. Class work consists of lecture sessions, in which all participants meet together, and discussion sessions, for which small groups meet with faculty leaders.

WESTERN MAN 101 - 102. (0 - 6)

A study of creative individuals and of issues and ideas in the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. History 101 - 102 is a natural sequel to this course.

WESTERN MAN 405. (3)

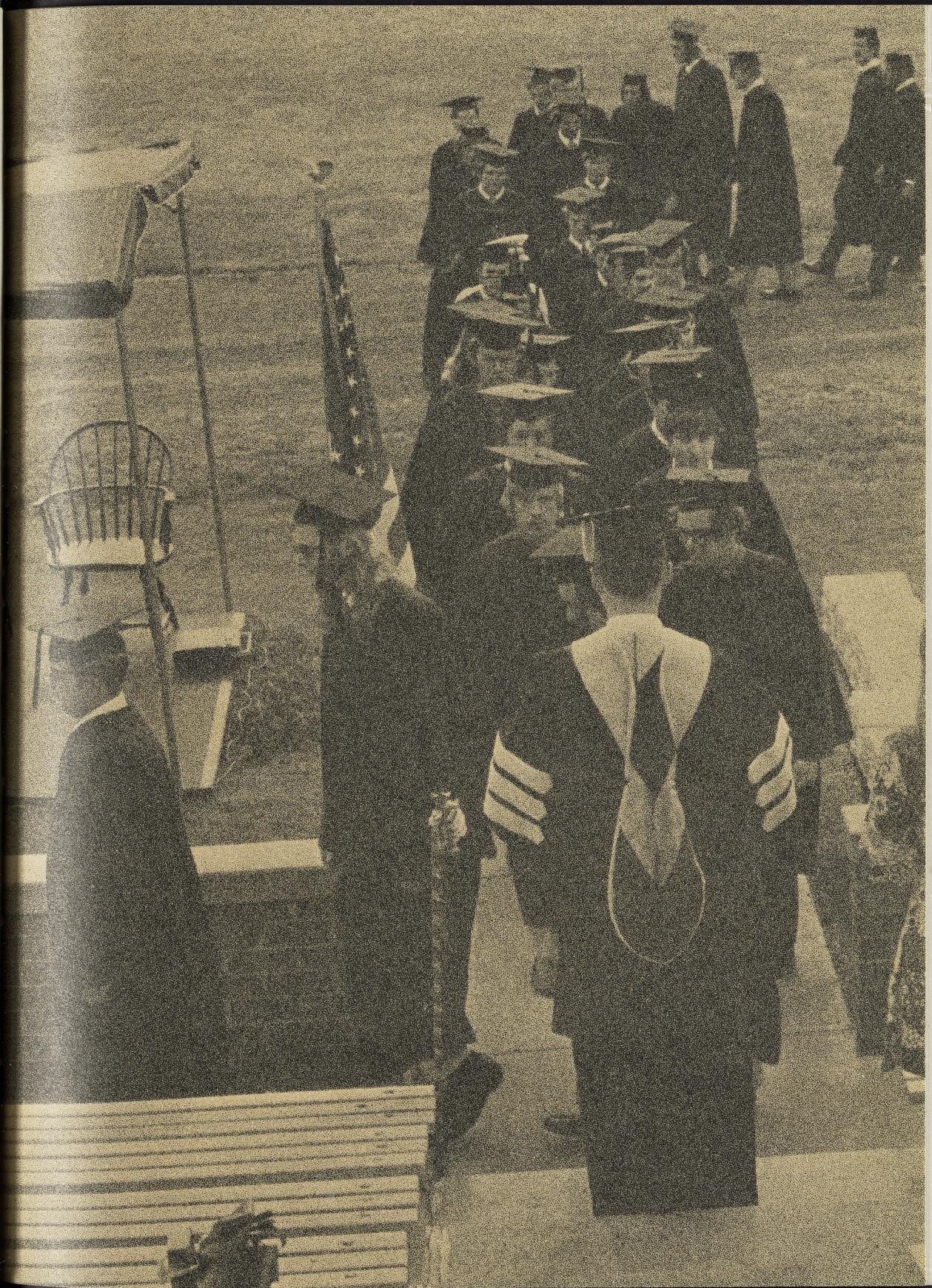
Perspectives on the Future of Man. A comparative and critical analysis of recent literature, both secular and religious, dealing with the future prospects of mankind. Open to juniors and seniors only, by consent of the instructor.

WESTERN MAN

Matters of Record

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, D.D.	1779-1789
DRURY LACY, D.D. (<i>Vice President and Acting President</i>)	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (<i>Vice President and Acting President</i>)	1807
MOSES HOGE, D.D.	1807-1820
MESSRS. M. LYLE, JAS. MORTON, WM. BERKELEY, JOHN MILLER, J. P. WILSON (<i>Committee of Board</i>)	Sept., 1820-Sept., 1821
JONATHAN P. CUSHING, A.M.	1821-1835
GEORGE A. BAXTER, D.D. (<i>Acting President</i>)	1835
DANIEL LYNN CARROLL, D.D.	1835-1838
WILLIAM MAXWELL, LL.D.	1838-1844
PATRICK J. SPARROW, D.D.	1845-1847
S.B. WILSON, D.D., and F. S. SAMPSON, D.D. (<i>Acting Presidents</i>) CHARLES MARTIN, A.B. (<i>Acting President</i>)	Nov., 1847-July, 1848
LEWIS W. GREEN, D.D.	1848-1856
REV. ALBERT L. HOLLADAY (<i>Died before taking office</i>)	1856
JOHN M. P. ATKINSON, D.D.	1857-1883
RICHARD McILWAINE, D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (<i>Acting President</i>)	June-Sept., 1904
WM. H. WHITING, JR., A.M., LL.D. (<i>Acting President</i>) J. H. C. BAGBY, Ph.D. (<i>Acting President</i>)	1904-1905 and 1908-1909
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt.	1905-1908
HENRY TUCKER GRAHAM, D.D., LL.D.	1908-1917
ASHTON W. McWHORTER, A.M., Ph.D., (<i>Acting President</i>)	Oct. 1, 1917-June 30, 1919
JOSEPH DuPUY EGGLESTON, A.M., LL.D.	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D.	1963-





BOARD OF TRUSTEES

Class of 1974

ANDREW R. BIRD, JR., D.D.	Norfolk, Virginia
LEWIS G. CHEWNING	Richmond, Virginia
CHARLES J. GEYER, JR.	Berwyn, Pennsylvania
RICHARD A. MICHaux, M.D.	Richmond, Virginia
HENRY C. REED	Martinsville, Virginia

Class of 1975

J. BRUCE JAMES	Richmond, Virginia
ROBERT G. HARPER	Washington, D. C.
WILLIAM B. SPONG	Portsmouth, Virginia
DAVID D. SQUIRES	Alexandria, Virginia
HERBERT TROTTER, JR.	Amherst, Virginia

Class of 1976

BERNARD E. BAIN, D.D.	Lynchburg, Virginia
T. KYLE BALDWIN	Farmville, Virginia
HERMAN H. PEVLER	Roanoke, Virginia
FRANCIS R. WHITEHOUSE, M.D.	Lynchburg, Virginia

Class of 1977

FRED W. BECK, JR.	Petersburg, Virginia
I. NORRIS BLAKE	Richmond, Virginia
RAYMOND B. BOTTOM, JR.	Hampton, Virginia
RICHARD B. BRIDGFORTH, JR.	Danville, Virginia
J. B. FUQUA	Atlanta, Georgia
WILLIAM H. LEACHMAN	Washington, D.C.
W. SYDNOR SETTLE	New York, New York

Class of 1978

JOHN A. FIELD, JR.	Charleston, West Virginia
HERBERT W. JACKSON, III	Richmond, Virginia
MRS. JAMES H. PARSONS	Richmond, Virginia
MRS. WILLIAM T. REED	Manakin-Sabot, Virginia
JAMES L. TRINKLE	Roanoke, Virginia
RICHARD M. VENABLE, JR.	Charleston, West Virginia

The President, W. TAYLOR REVELEY	Hampden-Sydney, Virginia
Chairman, S. DOUGLAS FLEET	Richmond, Virginia



ADMINISTRATIVE OFFICERS

Walter Taylor Reveley, B.A., B.D., Ph.D., LL.D. *President*
Frank James Simes, A.B., M.A., D.Ed. *Administrative Vice President
and Academic Dean*
Lewis Harrison Drew, B.A., M.A.T., Ed.D. *Dean of Students*
Donald E. Dickson, B.S., M.A. *Vice President for Development*
John Hardy Waters, III, B.A. *Director of Admissions*
Ronald Gray Lawhorne, B.S. *Business Manager and Treasurer*

COLLEGE ADMINISTRATION

ADMINISTRATIVE STAFF

Thomas O. Bondurant, B.S. *Assistant Business Manager and Treasurer*
B. Louis Briel, Jr., B.A., M.A. *Director of Annual Giving*
Thomas Gee *Director of Computer Center*
Royster C. Hedgepeth, B.A., M.Ed. . . . *Director of Counseling & Career Planning*
Eugene W. Hickok, Jr., B.A. *Director of Financial Aid*
S. Warren Kernodle *Superintendent of Buildings and Grounds*
Thomas T. Mayo, IV, B.S., M.S., Ph.D. *Associate Academic Dean*
Robert L. Morgan, B.A. *Director of College Relations*
Douglas R. Peyronnet, B.A. *Assistant to the Director of College Relations*
Joseph Triplett Trotter, B.S. *Director of Alumni Relations*
William Walter Watson, B.A. *Admissions Counselor*

FACULTY

WALTER TAYLOR REVELEY, B.A., B.D., Ph.D. (1963)
President

B.A., Hampden-Sydney College, 1939; B.D., Union Theological Seminary, 1942; Ph.D., Duke University, 1953; LL.D., Southwestern at Memphis, 1966.

EMMET ROACH ELLIOTT, B.S., M.A., Ph.D. (1934, 1964)
Professor Emeritus of Mathematics

DENISON MAURICE ALLAN, B.A., A.M., Ph.D. (1920, 1968)
Professor Emeritus of Philosophy and Psychology

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the college. The second date indicates the year of appointment to the present rank.

EDMUND WHITTAKER, B.S., Ph.D. (1961, 1967)
Professor Emeritus of Economics

WILLIAM COLLAR HOLBROOK, A.B., B.A., M.A., Ph.D. (1960, 1970)
Professor Emeritus of Romance Languages

THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. (1927, 1971)
Professor Emeritus of Physics

ALBERT LOUIS LEDUC, A.B., M.A., Ph.D. (1962, 1972)
Professor Emeritus of Modern Languages

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D. (1939)
Blair Professor of Latin and Clerk of the Faculty
 B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928;
 Ph.D., Harvard University, 1931.

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940)
Librarian
 B.A., Erskine College, 1936; B.A. in L.S., University of North Carolina, 1938; M.A. in L.S., University of Michigan, 1947.

CHARLES FERGUSON McRAE, B.A., B.D., Th.M., Th.D. (1942, 1952)
Memorial Professor of Bible
 B.A., Davidson College, 1928; B.D., Union Theological Seminary, 1931;
 Th.M., Union Theological Seminary, 1932; Th.D., Union Theological Seminary, 1951.

WILLARD FRANCIS BLISS, B.A., Ph.D. (1946, 1952)
Squires Professor of History
 B.A., Tufts College, 1939; Ph.D., Princeton University, 1946.

ELMO BERNARD FIRENZE, B.A., M.A. (1946, 1952)
Professor of German and French
 B.A., University of Kentucky, 1932; M.A., University of Kentucky, 1933.

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963)
Professor of Physics
 B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1964)
Professor of Spanish
 B.S., Davidson College, 1933; M.A., University of North Carolina, 1941;
 Ph.D., University of North Carolina, 1963.

↙

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1964)
Professor of Bible
B.A., Washington and Lee University, 1928; B.D., Union Theological Seminary, 1933; Th.M., Union Theological Seminary, 1934; Th.D., Union Theological Seminary, 1954.

THOMAS EDWARD CRAWLEY, B.A., M.A., Ph.D. (1946, 1965)
Hurt Professor of English and Director of Music
B.A., Hampden-Sydney College, 1941; M.A., University of North Carolina, 1953; Ph.D., University of North Carolina, 1965.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965)
Professor of English
B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., Ph.D. (1961, 1967)
Professor of Psychology and College Psychologist
B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946; C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; Ph.D., Michigan State University, 1964.

THOMAS TABB MAYO, IV, B.S., M.S., Ph.D. (1962, 1967)
Professor of Physics
B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957, Ph.D., University of Virginia, 1960.

HOMER ALVIN SMITH, JR., B.A., Ph.D. (1964, 1967)
Professor of Chemistry
B.A., Rice University, 1953; Ph.D., Oklahoma State University, 1961.

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967)
Professor of Humanities and Psychology
A.B., University of Michigan, 1938; M.A., State University of New York, 1948; D.Ed., Pennsylvania State University, 1951.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968)
Professor of Chemistry
B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

DAVID C. HOLLY, B.S., M.A., Ph.D. (1967, 1969)
Professor of Government and Foreign Affairs
B.S., Johns Hopkins University, 1938; M.A., University of Maryland, 1939; Ph.D., American University, 1964.

ROBERT THRUSTON HUBARD, JR., B.A., J.D. (1946, 1973)
Professor of Government and Foreign Affairs
B.A., Hampden-Sydney College, 1935; J.D., University of Virginia, 1942.

TULLEY HUBERT TURNER, JR., A.B., Ph.D. (1965, 1973)
Professor of Biology.
A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1965)
Associate Professor of Mathematics
B.S., University of Richmond, 1932; M.S., Purdue University, 1961.

EDWARD M. KIESS, B.S., M.S., Ph.D. (1968, 1969)
Associate Professor of Physics
B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

JAMES P. McCLELLAN, B.A., Ph.D. (1969)
Associate Professor of Government and Foreign Affairs
B.A., University of Alabama, 1960; Ph.D., University of Virginia, 1964.

JOHN R. BUTCHER, B.S., Ph.D. (1968, 1970)
Associate Professor of Chemistry
B.S., Georgia Tech, 1962; Ph.D., Georgia Tech, 1965.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970)
Associate Professor of Economics
B.A., Yale University, 1956; Ph.D., Duke University, 1966.

EDWARD ALEXANDER CRAWFORD, B.S., M.A. (1963, 1971)
Associate Professor of Biology
B.S., University of South Carolina, 1948; M.A., University of Virginia, 1956.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1971)
Associate Professor of Bible and Religion
A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1973)
Associate Professor of Biology
A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

✓

ALBERT EARL ELMORE, B.A., M.A., Ph.D. (1969, 1973)
Associate Professor of English
B.A., Millsaps College, 1962; M.A., Vanderbilt University, 1966; Ph.D., Vanderbilt University, 1968.

GEORGE EDWARD CRADDOCK, JR., A.B., M.A., Ph.D., M.L.S. (1973)
Reference Librarian
A.B., University of North Carolina at Chapel Hill, 1960; M.A., Louisiana State University, 1962; Ph.D., Louisiana State University, 1966; M.L.S., University of North Carolina at Chapel Hill, 1973.

MERRILL ALVIN ESPIGH, B.S., M.A. (1962, 1965)
Assistant Professor of Mathematics
B.S., Shippensburg State College, 1958; M.A., Louisiana State University, 1962.

THOMAS E. DeWOLFE, A.B., M.A., Ph.D. (1966)
Assistant Professor of Psychology
A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967)
Assistant Professor of Classical Studies
B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967)
Assistant Professor of Philosophy
B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

GUSTAV HENRY FRANKE, B.S., B.S., M.A.T. (1965, 1968)
Assistant Professor of Mathematics
B.S., Auburn University, 1938; B.S., Auburn University, 1939; M.A.T., Duke University, 1965.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968)
Assistant Professor of History
B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968)
Assistant Professor of History
B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT J. SIPE, JR., B.S., Ph.D. (1968)
Assistant Professor of Chemistry
B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

JAMES YOUNG SIMMS, JR., A.B., M.A. (1968)
Assistant Professor of History
B.A., University of Maryland, 1958; M.A., University of Maryland, 1965.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968)
Assistant Professor of Physics
A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

JOHN C. HINCHCLIFF, B.A., M.A., Ph.D.* (1969)
Assistant Professor of Philosophy
B.A., Canterbury University, New Zealand, 1962; M.A., Canterbury University, New Zealand, 1965; Ph.D., Drew University, 1969.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969)
Assistant Professor of English
B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

JORGE ANTONIO SILVEIRA, B.A., LL.D., M.A. (1970)
Assistant Professor of Spanish
B.A., Instituto Santiago, Santiago de Cuba, 1949; LL.D., Universidad de La Habana, Havana, Cuba, 1955; M.A., University of North Carolina at Chapel Hill, 1969.

RAY ALLEN GASKINS, B.S., Ph.D. (1970)
Assistant Professor of Mathematics
B.S., Virginia Polytechnic Institute, 1964; Ph.D., Virginia Polytechnic Institute, 1971.

JOHN REAGAN STEWART, JR., A.B. (1970)
Assistant Professor of Economics
A.B., University of North Carolina at Chapel Hill, 1966.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972)
Assistant Professor of History
B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

*On leave of absence.

✓

GEORGE FRANKLIN BAGBY, JR., B.A., M.A. (1972)
Assistant Professor of English
 B.A., Haverford College, 1965; M.A., Yale University, 1968.

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972)
Assistant Professor of Classics
 B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966;
 Ph.D., University of Virginia, 1972.

MRS. ANNIE LAURER ALEXANDER, B.A., M.A., Ph.D. (1973)
Assistant Professor of Mathematics
 B.A., Oberlin College, 1959; M.A., Yale University, 1962; Ph.D., Clarkson
 College of Technology, 1973.

ARTHUR G. DUNCAN, B.A., M.A., Ph.D. (1973)
Assistant Professor of Mathematics
 B.A., University of California, Los Angeles, 1963; M.A., University of
 California, Los Angeles, 1965; Ph.D., University of California, Los Angeles,
 1970.

WILLIAM G. HUGHES, A.B., M.A., Ph.D. (1973)
Assistant Professor of Psychology
 A.B., College of William and Mary, 1968; M.A., College of William and
 Mary, 1970; Ph.D., The Pennsylvania State University, 1973.

PAUL A. JAGASICH, B.A., B.S., B.A., B.A., M.A., M.A., Ph.D. (1973)
Assistant Professor of Modern Languages
 B.A., Apaczai Pedag. College, Budapest, H., 1955; B.S., Eotvos Tud.
 Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H.,
 1962; B.A., Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of
 North Carolina, Chapel Hill, 1970; M.A., University of North Carolina,
 Chapel Hill, 1971; Ph.D., University of North Carolina, Chapel Hill, 1973.

MOSES S. MUSOKE, B.A., M.A., M.S. (1973)
Assistant Professor of Economics
 B.A., University of East Africa, 1969; M.A., State University of New York,
 1970; M.S., University of Wisconsin, 1972.

ALAN FARRELL, A. B., M.A., M.A., Ph.D. (1973)
Assistant Professor of French and German
 A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts
 University, 1972; Ph.D., Tufts University, 1972.

BRIAN E. SCHRAG, B.A., M.A., Ph.D. (1973)
Assistant Professor of Philosophy
 B.A., Bethel College, 1964; M.A., University of Iowa, 1971; Ph.D.,
 Vanderbilt University, 1973.

BEVERLY CALVIN BASS, B.A., M.A. (1960)
Instructor in Chemistry and Physics
B.A., Maryville College, 1931; M.A., University of Tennessee, 1939.

EUGENE D. LORTON, B.S., M.S. (1971)
Instructor in Biology
B.S., Virginia Polytechnic Institute and State University, 1969; M.S., Virginia Polytechnic Institute and State University, 1971.

MRS. BLANCHE JOHNSTON, B.A., M.A. (1973)
Instructor in Biology
B.A., Georgetown College, 1959; M.A., University of Kentucky, 1961.

CARL STERN, A.B., M.B.A., Ph.D. (1971)
Lecturer in Economics
A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947;
Ph.D., University of Pennsylvania, 1954.

WILLIAM DICK, B.S., M.S., Ph.D. (1971)
Lecturer in Economics
B.S., United States Coast Guard Academy, 1954; M.S., Rensselaer Polytechnic Institute, 1963; Ph.D., University of Pennsylvania, 1968.

LIBRARY

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. Librarian
GEORGE E. CRADDOCK, JR., A.B., M.A., Ph.D., M.L.S. . . . Reference Librarian
MRS. LEE WINFREE RYAN, B.S. Catalogue Librarian
MRS. ELEANOR GRIER, A.B., A.B.L.S. Assistant Catalogue Librarian

PHYSICAL EDUCATION AND ATHLETICS

JOHN STOKELEY FULTON, B.S. (1957, 1960)
Director of Athletics, Football and Baseball Coach
B.S., Hampden-Sydney College, 1955.

RICHARD ALLAN BURRELL, B.A. (1960)
Professor of Physical Education
B.A., Hampden-Sydney College, 1938.

HOMER G. GARR, B.A., M.A. (1971)
Basketball Coach
B.A., Fairmont State College, 1957; M.A., Middle Tennessee State University, 1968.

LOUIS ALEXANDER WACKER, JR., B.A., M.A. (1962)

Track and Wrestling Coach

B.A., University of Richmond, 1958; M.A., Longwood College, 1971.

BOBBY GENE SAYLOR, B.S., M.S. (1968)

Tennis Coach

B.S., Hampden-Sydney College, 1963; M.S., Longwood College, 1972.

FACULTY COMMITTEES

COMMITTEES OF THE COLLEGE

ATHLETIC

Athletic Director, Dean of Students, Messrs. Simms, Elmore, McClellan, Espigh, 1 student representative

1973-1974

COMMUNICATION RESOURCES

Academic Dean, Librarian, Chairman of Publications Board, Messrs. Kiess, Laine, Simpson, 2 student representatives

CURRICULUM

Academic Dean, Division Chairmen, Messrs. Hendley, Norment, Gemborys, 3 student representatives

EDUCATIONAL GOALS

Academic Dean, Messrs. Martin, Joyner, Stewart, Smith, 2 student representatives

EXECUTIVE

Academic Dean (chairman), Messrs. Crawley, Butcher, Hendley

FACULTY

Academic Dean (chairman), Division Chairmen

FACULTY RESEARCH & SABBATICALS

Academic Dean (chairman), Messrs. Brinkley, Heinemann, Sipe, Tucker, DeWolfe, Beard

PREMEDICAL

Messrs. Crawford (chairman), Kiess, Smith, Simpson

STUDENTS

Director of Admissions, Associate Academic Dean, Dean of Students, Messrs. Ortner, Sipe, Selden, Martin, Bagby, Fitch, 3 student representatives



COLLEGE COUNCIL COMMITTEES

GENERAL POLICY AND RESOURCES

Academic Dean, Business Manager, Vice President for Development, President of Student Government, Messrs. Martin, Heinemann, Turney, Thompson, 2 student representatives

COLLEGE ACTIVITIES

Director of College Relations, Chaplain, Dean of Students, Messrs. Laine, Elmore, 4 student representatives

STUDENT AFFAIRS

Dean of Students, Director of Admissions, Chaplain, Student Court Chairman, Messrs. Simpson, Brinkley, Silveira, Tucker, Iverson, 12 student representatives

COMMUNITY RELATIONS

Chaplain, Director of College Relations, Messrs. Smith, Bagby, 2 student representatives

SUMMER

President (chairman), Academic Dean, Dean of Students, Messrs. Simms, Brinkley, 1 student representative

NOTE: The President and Academic Dean are *ex officio* members of all committees.

ADMINISTRATIVE ASSISTANTS AND SECRETARIES

Miss Louise Allen	<i>Secretary to the Director of Admissions</i>
Mrs. Paul Tulane Atkinson	<i>Hostess, Parents and Friends Lounge</i>
Mrs. Anne S. Berry	<i>Secretary, Library</i>
Mrs. Debra S. Brooks	<i>Receptionist, Information Center</i>
Mrs. Patsy Carson	<i>Secretary to the Science Department</i>
Miss Florence Lee Clark	<i>Recorder</i>
Mrs. Erna Clements	<i>Cashier</i>
Mrs. Doris M. Cook	<i>Assistant Purchasing Agent</i>
Mrs. Virginia W. Druen	<i>Secretary to the President</i>
Mrs. Emmett R. Elliott	<i>Circulation Assistant</i>
Mrs. Jewel D. Fore	<i>Secretary, Library</i>
Mrs. Richard E. Fore, Jr.	<i>Secretary to the Dean of Students</i>
Mrs. Frieda S. Franklin	<i>Secretary to the Director of College Relations</i>
Mrs. Betty I. Harris	<i>Circulation Manager</i>
Mrs. Clara C. Johnson	<i>Secretary to the Athletic Department</i>
Mrs. Virginia W. Johnston	<i>Secretary to the Administrative Vice President and Academic Dean</i>
Mrs. Linnie Kernodle	<i>Secretary, Bagby Hall</i>
Miss Jean Massey	<i>Circulation Assistant</i>
Mrs. Myrna McKay	<i>Secretary to the College Chaplain</i>
Mrs. Shirley Moring	<i>Secretary to the Director of Counseling and Career Planning</i>
Mrs. Diane B. Poulston	<i>Secretary to the Business Manager and Treasurer</i>
Miss Virginia G. Redd	<i>Secretary, Development</i>
Mrs. Florence P. Seamster	<i>Secretary, Library</i>
Mrs. Lucy D. Simpson	<i>Secretary to the Director of Financial Aid</i>
Mrs. Kathy Stewart	<i>Secretary to the Director of Annual Giving</i>
Mrs. Queta S. Watson	<i>Secretary to the Superintendent of Buildings and Grounds & Supervisor of Housekeeping</i>
Mrs. Hope Young	<i>Posting Clerk</i>

INFIRMARY

Allen B. Adams, M.D.	<i>College Physician</i>
Mrs. Roberta Crawley, R.N.	<i>Nurse</i>
Mrs. Clara A. Ward	<i>Nurse</i>

DEGREES AND OTHER HONORS

HONORARY DEGREES

Commencement, May 29, 1972

Doctor of Laws

JOHN BROOKS FUQUA
AUBREY NEWBILL HEFLIN

Doctor of Humanities

WARREN WELLFORD HOBBIE

Doctor of Divinity

WILLIAM RANDOLPH SENGEL

ACADEMIC DEGREES

1972 Graduates

Bachelor of Arts

Bruce Campbell Ainslie	Alexandria, Virginia
Fred Stephen Alexander	High Point, North Carolina
William Fawcett Banner	Greensboro, North Carolina
Maurice John Barrett, Jr.	Rice, Virginia
Timothy Edgeworth Bird	Norfolk, Virginia
Charles Whiting Bishop	Tazewell, Virginia
James Richburg Blandford	Powhatan, Virginia
Clyde Hill Bond	Chesapeake, Virginia
Sidney Monroe Bounds	Richmond, Virginia
David Marshall Branch	Richmond, Virginia
Andrew Dickinson Bridgforth	Danville, Virginia
Ernest Thompson Brown	Richmond, Virginia
Frederick Manville Bruner	Richmond, Virginia
Stephen Arthur Bryant	Richmond, Virginia
James Porter Buchanan, Jr.	Bristol, Tennessee
William Torrence Bush	Seabrook, Maryland
Francis Clay Butterworth	Richmond, Virginia
Royal Eubank Cabell	Richmond, Virginia
Kenneth Marvin Catlett	Richmond, Virginia
Michael Spruce Christian	Lynchburg, Virginia
William Curtis Coleburn, III	Blackstone, Virginia
Richard Garrett Cook	Lexington, Virginia
William Robert Dacey, Jr.	Alexandria, Virginia
Edward Causey Davis, Jr.	Richmond, Virginia
Robert John Dewsbury, IV	Richmond, Virginia
Nicholas John Dombalis, III	Raleigh, North Carolina
Frederick Lee Donaldson, Jr.	Leesburg, Virginia
Kenneth Charles Eastwood	Roanoke, Virginia
James Ronald Ennis	Farmville, Virginia
Harry Gustav Fish, III	Rocky Mount, North Carolina

Garrett Thornton Ford	Lynchburg, Virginia
John Douglas Fry, Jr.	Richmond, Virginia
Gerald Norman Fulks	Charleston, West Virginia
Mark Mintford Gambill	Welch, West Virginia
Alexander Calder Graham, Jr.	Richmond, Virginia
James Morton Graves, III	Richmond, Virginia
James Robert Harris, III	Hampton, Virginia
Hartwell Harrison	Winchester, Virginia
Samuel Devereaux Hathaway, Jr.	Hampden-Sydney, Virginia
Eugene Welch Hickok, Jr.	Richmond, Virginia
Bruce Bond Hopkins	Hamden, Connecticut
Harold Lyman Hughey, Jr.	Richmond, Virginia
John William Humphries	Roanoke, Virginia
Frank Taylor Hyde, Jr.	Richmond, Virginia
Foster Powell Johann, Jr.	Richmond, Virginia
Granville Woodworth Johnson	Richmond, Virginia
Gregg King Jones	Greeneville, Tennessee
Joseph Anderson Kincaid, Jr.	Mt. Jackson, Virginia
Harry Robertson King	Louisville, Kentucky
Robert David King	Roanoke, Virginia
John Willard Kirk, III	Roanoke, Virginia
Edward Leroy Koffenberger, Jr.	Newark, Delaware
Howard Randolph Laird	Greenwich, Connecticut
Robert Moncure Lamond	Alexandria, Virginia
Chaffraix Andre Lelong, Jr.	Richmond, Virginia
Michael Anthony Linsky	Racine, West Virginia
Clyde Melvin Long	Concord, North Carolina
Robert Clifton Long, Jr.	Richmond, Virginia
John Edward Maddux	.Kenbridge, Virginia
John Robert Marks	.Capron, Virginia
Frank Johnson McCarthy	Greenwich, Connecticut
Thornton Withers McNeal	.Virginia Beach, Virginia
Walter Winfield Miller, III	Johnson City, Tennessee
Tommy Lewis Moore	Rustburg, Virginia
George Aubrey Munford, Jr.	Winston-Salem, North Carolina
Thomas Leroy Murphey	Chester, Virginia
Walter Barrett Nichols	Louisville, Kentucky
Edward Bamford Norfleet	Richmond, Virginia
Daniel Vincent Patrick O'Connor	Jefferson City, Missouri
Thomas Curtis Overton	Norfolk, Virginia
John Willard Payne, III	Norfolk, Virginia
Steven William Pearson	Roanoke, Virginia
Allen Hollis Peer	Woodstock, Virginia
Frank Deekens Pendleton	Wytheville, Virginia
Douglas Frank Perry	Hampton, Virginia
David Randolph Price	Danville, Virginia
Dan Martin Richardson, Jr.	Richmond, Virginia
Joseph Michael Rose	Richmond, Virginia
Eric Paul Rotondo	Columbus, Ohio
Joseph Taylor Samuels, Jr.	Orange, Virginia
Conrad Frederick Sauer, IV	Richmond, Virginia
Robert Hoyt Sells	Lawrenceville, Georgia
Marion Francis Setliff	Danville, Virginia
Stephen Curtis Shackelford	Rocky Point, North Carolina
David Wayne Shelor	Roanoke, Virginia
Steven Frederick Shreckhise	Weyers Cave, Virginia

Bachelor of Science

John Gerard Augustowski	Baltimore, Maryland
Bruce Christian Berger	Bedford, Virginia
John Decker Butzner, III	Richmond, Virginia
Wilson Sidney Comer, Jr.	Oxford, North Carolina
Tony Dale Curtis	Williamston, North Carolina
Michael Jennings Davis	Lynchburg, Virginia
Craig Alexander DeAtley	Falls Church, Virginia
John William Dennis, Jr.	Richmond, Virginia
Ponziano Paul Ferraraccio	Bluefield, Virginia
William Frederick Genheimer, III	Roanoke, Virginia
Charles James Geyer, III	Berwyn, Pennsylvania
Robert Barksdale Hamlett	Blackstone, Virginia
Thomas Cooper Hounshell	New Market, Virginia
Christopher Frank James	Bethesda, Maryland
Charles Elroy Llewellyn, III	Durham, North Carolina
Herbert Ernest Maxey, Jr.	Buckingham, Virginia
Robert Allen May	Richmond, Virginia
Peter Hoover McEachern	Concord, North Carolina
Gary Fiddler McKay	Purcellville, Virginia
Harry Edmund Mitchell, Jr.	Havre De Grace, Maryland
Joseph Lee Nelson, III	Lynchburg, Virginia
Marshall Lee Nero	Chesapeake, Virginia
Barry Newton Parsley	Richmond, Virginia
Vance Cutler Shields	Jacksonville, North Carolina
Larry Francis Smith	Appomattox, Virginia
David Andrew Taylor	Bluefield, West Virginia
Herbert Tyler Taylor, III	Birmingham, Alabama
Wallace Taylor Van Nortwick	Jacksonville, Florida
Lawrence Russell Smith	Annandale, Virginia
Jack Graham Spence, Jr.	Virginia Beach, Virginia
Edward Morris Spratley, Jr.	Richmond, Virginia
Vaughan Stanley	Charleston, West Virginia
William Francis St. Clair	Tazewell, Virginia
Gervas Storrs Taylor, III	Norfolk, Virginia
Robert Wilson Tedrow	Washington, D. C.
Stephen Brinckerhoff Thomas	Richmond, Virginia
John Calvin Thompson	Lynchburg, Virginia
William Henry Thurmond	Bristol, Tennessee
Arthur Gordon Van Ness, III	Richmond, Virginia
Isaac Toll Van Patten, IV	Virginia Beach, Virginia
Barry George Walter	Lynchburg, Virginia
William Walter Watson	Bedford, Virginia
Peter Jonathan Weyland	Alexandria, Virginia
Alphonso Vance White	Suffolk, Virginia
Edwin Carter Whitley	Franklin, Virginia
Stephen Henderson Wiley	Lynchburg, Virginia
Richard Emerson Wilkins	Baltimore, Maryland
Robert Bruce Williams	Courtland, Virginia
Martin Randolph Willis	Roanoke, Virginia
Willis Lee Wilson	Lexington, Kentucky
Richard Fielden Young	Staunton, Virginia
George English Younger	Lynchburg, Virginia

SUMMARY

Enrollment by Classes

Seniors	144
Juniors	178
Sophomores	157
Freshmen	231
Special	4
	714

Students Enrolled by States and Foreign Countries

Virginia	518
North Carolina	42
Maryland	28
West Virginia	24
Georgia	15
Pennsylvania	11
Tennessee	9
Delaware	8
New Jersey	8
Kentucky	7
New York	6
South Carolina	6
Connecticut	4
Florida	4
Texas	3
District of Columbia	2
Alabama	1
Arkansas	1
Arizona	1
California	1
Hawaii	1
Illinois	1
Louisiana	1
Maine	1
Massachusetts	1
Michigan	1
Missouri	1
Ohio	1
Rhode Island	1
England	1
Singapore	1
Italy	1
New Zealand	1

ACADEMIC CALENDAR

1974 - 1975

1ST SEMESTER, 1974

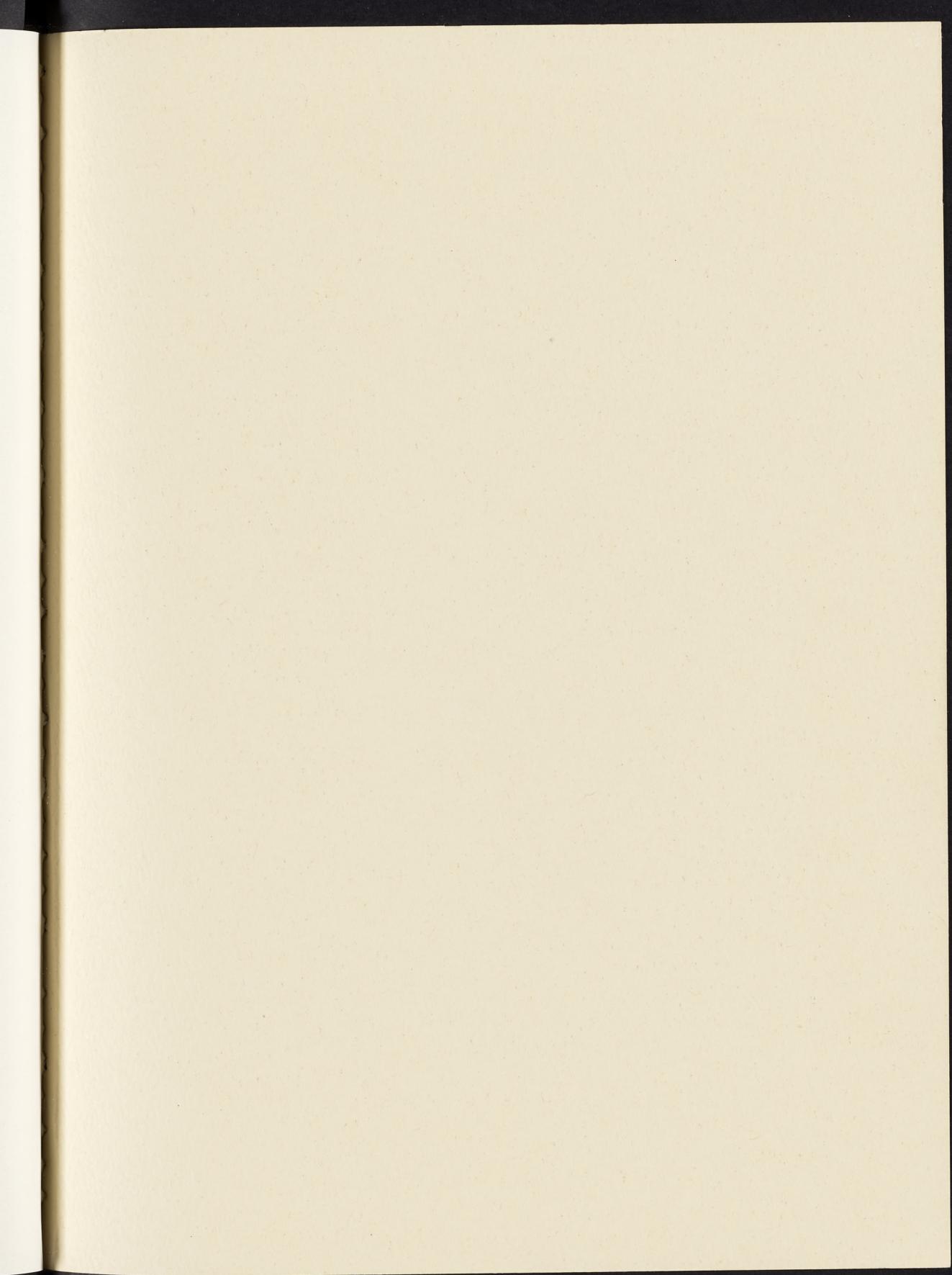
AUGUST	24	Saturday	Freshmen and transfer students report
	25	Sunday	Orientation
	26	Monday	Registration, Orientation
	27	Tuesday	Registration, Orientation
	28	Wednesday	Classes begin
SEPTEMBER	4	Wednesday	End of add period
OCTOBER	18	Friday	Deficiency reports due
	30	Wednesday	End of drop period
NOVEMBER	20	Wednesday	Thanksgiving vacation begins after classes
	25	Monday	Classes begin
DECEMBER	13	Friday	Early Exams
	14	Saturday	Exams begin in afternoon
	20	Friday	Last day of exams
	21	Saturday	End of first semester

2ND SEMESTER, 1975

JANUARY	6	Monday	Second semester begins, Registration
	7	Tuesday	Registration
	8	Wednesday	Classes begin
	15	Wednesday	End of add period
FEBRUARY	26	Wednesday	Deficiency reports due
MARCH	5	Wednesday	End of drop period
	14	Friday	Spring vacation begins after classes
	24	Monday	Classes begin
APRIL	30	Wednesday	Early exams
MAY	1	Thursday	Exams begin in afternoon
	7	Wednesday	Last day of exams
	11	Sunday	Graduation

Academic Program	18	Faculty	119
Academic Programs, Special	26	Federal Assistance Programs	59
Administrative Staff	119	Fees, Payment of	53
Admissions	42	Fees, Return of	54
Advanced Placement	47	Fellowships, Senior	28
Advisers, Faculty	30	Fellowships, Senior Major	30
Alumni/Admissions Program	48	Financial Assistance	54
Automobiles	17	Financial Assistance Procedure ..	60
Athletics	39	Fine Arts	92
Bible and Religion	71	Firearms	17
Biology	73	Fraternities, Honorary	40
Business, Preparation for	21	Fraternities, Social	40
Calendar	2, 134	French	105
Career Preparation	20	German	106
Chemistry	77	Glee Club	40
Class Attendance	65	Government & Foreign Affairs ..	92
Classical Studies	82	Graduate Study	20
Classics	80	Greek	80
Committees, College	127	Hampden-Sydney College	6
Computing Facility	24	Health Service	15
Computer Science	101	History	95
Cooperative Program	28	History of the College	8
Counseling Service	15	Honor System	36
Course Offerings	71	Honors, Graduation with	68
Course Regulations	66	Hours Required	64
Cultural Programs	38	Humanities	99
Dean's List	68	Incompletes	68
Degree Requirements	32	Information, General	12
Degrees and Other Honors	130	Insurance	15, 54
Discipline	40	Interscience	100
Divisions of Study	70	Language Laboratory	24
Dramatics	40	Latin	81
Dual Degree Program	26	Law, Preparation for	22
Early Decision Plan	46	Library	24
Economics	84	Literary Society	40
English	87	Loans	58
Examinations	67	Location, College	14
Exchange Program	27	Map, Campus	4
Exclusion from College	69	Mathematics	101
Expenses	52	Major	31

Medicine and Dentistry,	
Preparation for	22
Military Programs	17
Modern Languages	104
Organizations, Student	40
Philosophy	108
Physical Education	109
Physical Facilities	14
Physics	109
Presidents, List of	116
Psychology	112
Publications, Student	40
Quality Units	64
Readmission	48
Reexaminations	67
Registration, Freshman	66
Religious Life	38
Residence	33
Room and Board	16
Science Center	25
Scholarship Payments	54
Scholarships	56
Spanish	107
Social Life	38
Special Programs	26
Sports, Intramural	39
Student Government	36
Student Life	34
Summer School	48
Summer Work, Credit for	69
Teaching, Preparation for	23
Transfer Credits	68
Transfer Students	49
Trustees, Board of	118
Visits, Campus	48
Washington Semester	26
Western Man	115
Withdrawal from College	69



Hampden-Sydney College in Virginia

